SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Linguistic theory: Sociolinguistics 2**
2. Course code: 15-LT-SOC2-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):
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): 30h practical classes
9. Number of ECTS credits:3
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*: – **Agnieszka Kiełkiewicz-Janowiak, prof. UAM dr hab. akiel@amu.edu.pl (coordinator: prof. UAM dr hab. Magdalena Wrembel)**
11. Language of instruction: English
12. Online learning - yes, partially

*please underline course coordinator's name

II. Detailed information

1. Course aim (aims)

- to make students familiar with the theoretical basis and basic terminology in sociolinguistics
- to make students familiar with the object of study of sociolinguistics on the example of the English language
- to make students familiar with major research trends and achievements in sociolinguistics
- to make students familiar with research methodology in sociolinguistics and the application of methods in solving research problems
- to develop students' ability to describe and critically assess the process of communication in socio-cultural context
- to develop students' ability to present and critically assess their views and those of other students in an academic debate
- to develop students' ability to do individual work and teamwork

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

- students are to be familiar with the content of the 1BA course in sociolinguistics (Linguistic theory: Sociolinguistics 1 - Varieties of English)
- competence and skills in English at level B1

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
EU_01 15-LT-SOC2-EL-11_1	knows and understands the origins of socolinguistics and its object of study	K_W01, K_W03 K_U03
EU_02 15-LT-SOC2-EL-11_2	knows basic topics, concepts and terminology of sociolinguistic research	K_W02, K_W03
EU_03 15-LT-SOC2-EL-11_3	is able to apply the newly learned terminology to describe and analyse processes in English and selected other languages	K_W03
EU_04 15-LT-SOC2-EL-11_4	knows the complex nature of language and, in particular, its social and situational variability	K_W06, K_K09, K_K10
15-LT-SOC2-EL-11_5	knows the basic methods in language attitude research	K_W03, K_U09
15-LT-SOC2-EL-11_6	understands the process of communication in the socio-cultural context	K_W07, K_U07
15-LT-SOC2-EL-11_7	is able to prepare multimodal presentations on topics in sociolinguistics	K_U10, K_U12
15-LT-SOC2-EL-11_8	is able to prepare oral presentations in English on sociolinguistic phenomena and research	K_U10, K_U13, K_U14, K_K04
15-LT-SOC2-EL-11_9	is able to participate in a debate on topics concerning sociolinguistic phenomena and research	K_U10, K_U13, K_U14, K_K04
15-LT-SOC2-EL-11_10	knows the practical applications of the acquired sociolinguistic knowledge	K_W05, K_W09

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

Course learning content:	Course learning outcome symbol(s) (EU)
Basic concepts in sociolinguistics	15-LT-SOC2-EL-11_1
Sources and origins of sociolinguistics	15-LT-SOC2-EL-11_2
Languages and their varieties; Constructing identity through linguistic means	15-LT-SOC2-EL-11_3, 4, 7, 8, 9
Language variability: social variables	15-LT-SOC2-EL-11_3, 4, 7, 8, 9
Language and gender	15-LT-SOC2-EL-11_3, 4, 7, 8, 9
Language and age/life stage	15-LT-SOC2-EL-11_3, 4, 7, 8, 9
Language and ethnicity	15-LT-SOC2-EL-11_3, 4, 7, 8, 9
Sociolects and occupational variaties	15-LT-SOC2-EL-11_3, 4, 7, 8, 9
Stylistic variation	15-LT-SOC2-EL-11_3, 4, 7, 8, 9

Language attitude research	15-LT-SOC2-EL-11_5
Social communication: media discourses	15-LT-SOC2-EL-11_6
Intercultural communication	15-LT-SOC2-EL-11_6
Application of sociolinguistic research and its future	15-LT-SOC2-EL-11_10

5. Reading list

- Coulmas, Florian. 2005. *Sociolinguistics: The study of speakers' choices*. Cambridge: Cambridge University Press.
- Coupland, Nikolas and Adam Jaworski (eds.). 2009. *The new sociolinguistics reader*. Basingstoke: Palgrave Macmillan.
- Holmes, Janet and Nick Wilson. 2016. *An introduction to sociolinguistics.* (5th edition.) London: Routledge.
- Labov, William. 1972. *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press. (Chp. 2 "The social stratification of (r) in New York department stores", 43-69)
- Meyerhoff, Miriam. 2011. *Introducing sociolinguistics*. (2nd edition.) London: Routledge.
- Mesthrie, Rajend, Joan Swann, Ana Deumert and William L. Leap. 2009. *Introducing* sociolinguistics. (2nd edition.) Philadelphia: John Benjamins.
- Milroy, Lesley – Matthew Gordon. 2003. *Sociolinguistics: Method and interpretation*. Oxford: Blackwell. (Chp. 4 "Language variation and the social world: Issues in analysis and interpretation" 88-115)
- Preston, Dennis R. 2002. "Language with an attitude", in: J. K. Chambers, Peter Trudgill and Natalie Schilling-Estes (eds.). 2002. *The handbook of language variation and change*. Oxford: Blackwell, 40-66.
- Preston, Dennis and Nancy Niedzielski. 2009. "Folk linguistics", in: Nikolas Coupland and Adam Jaworski (eds.). 2009. The new sociolinguistics reader. Palgrave Macmillan. 356-373.

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	x
Problem-based learning	
Educational simulation / game	
Task-solving learning (e.g.: calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	

Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	x
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									
	EU_1	EU_2	EU_3	EU_4	EU_5	EU_6	EU_7	EU_8	EU_9	EU_10
Written exam	x	x	x	x	x	x				x
Oral exam										
Open book exam										
Written test										
Oral test				x	x					
Multiple choice test										
Project										
Essay										
Report										
Individual presentation				x	x		x			
Practical exam (performance observation)								x	x	
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
Students' self-study* — Reading for classes	25
Students' self-study* — Essay / report / presentation / demonstration preparation, etc.	15

	Project preparation	
	Term paper preparation	
	Exam preparation	15
	Other (please specify) -	
	…	
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): …
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 main topics researched in sociolinguistics, has in-depth knowledge of the origins and development of sociolinguistics and understands the dynamics of its development; is well familiar with the meaning and applications of sociolinguistic terminology and is able to use it in speech and writing

Good plus (+db; 4,5):
the student has very good knowledge and understanding of the main topics researched in sociolinguistics, has very good knowledge of the origins and development of sociolinguistics and understands the dynamics of its development; is familiar with the meaning and applications of sociolinguistic terminology and is able to use it in speech and writing, yet commits minor mistakes

good (db; 4,0): the student has good knowledge and understanding of the main topics researched in sociolinguistics, has good knowledge of the origins and development of sociolinguistics and understands the dynamics of its development; is well familiar with the meaning and applications of sociolinguistic terminology and is able to use it in speech and writing, yet commits occasional errors

satisfactory plus (+dst; 3,5): the student has a little more than satisfactory knowledge and understanding of the main topics researched in sociolinguistics, has satisfactory knowledge of the origins and development of sociolinguistics and understands the dynamics of its development; is familiar with the meaning and applications of sociolinguistic terminology and is able to use it in speech and writing, yet commits errors

satisfactory (dst; 3,0): the student has only satisfactory knowledge and understanding of the main topics researched in sociolinguistics, has only satisfactory knowledge of the origins and development of sociolinguistics and understands the dynamics of its development; has little familiarity with the meaning and applications of sociolinguistic terminology and is able to use it in speech and writing, yet commits errors

unsatisfactory (ndst; 2,0): the student has little knowledge and understanding of the main topics researched in sociolinguistics, has little (yet not sufficient) knowledge of the origins and development of sociolinguistics and little understands the dynamics of its development; is not familiar with the meaning and applications of sociolinguistic terminology and is not able to use it in speech and writing, yet commits errors without major errors