SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Practical linguistic fieldwork: A: qualitative; B: quantitative**
2. Course code: **15-PLF-EL-11** (Link USOSWeb A; Link USOSWeb B)
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): 3
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*: **prof. UAM dr hab. Agnieszka Kiełkiewicz-Janowiak (akiel@amu.edu.pl), 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 make students familiar with the distinction between the distinction between the quantitative and qualitative approaches to (socio)linguistic research.
   – To make students familiar with examples of studies based on quantitative/qualitative data and using quantitative/qualitative analysis.
   – To develop the Student's ability to apply basic methods and techniques of data collection in the field.
   – To develop the Student's ability to design data collection procedures with qualitative/quantitative analysis in mind.
   – To develop the Student's ability to present their project and critically evaluate own and others' views in a debate on data collection projects.
   – To develop the Student's ability to critically evaluate how the quantitative/qualitative analysis selected is adequate (or not) to the research questions posed.

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

Completion of the first- and second-year courses in the programme, and in particular of the "Introduction to linguistic fieldwork" course (15-ITLF-EL-11).

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	Understand the distinction between qualitative and quantitative approaches to linguistic research; knows the qualifying criteria.	K_W03
EU_02	Be able to recognize which of the above approaches has been applied in selected studies in sociolinguistics	K_W03, K_W04, K_W05

EU_03	Be able to apply basic methods and techniques for data collection in the field.	K_U03, K_U04, K_U05, K_U07, K_U08, K_U09, K_U10
EU_04	Be able to design data collection procedures with qualitative/quantitative analysis in mind.	K_U03, K_U04, K_U05, K_U07, K_U08, K_U09, K_U10
EU_05	Be able to present their project and participate in a debate on all the students' projects.	K_U06, K_U10, K_U11, K_U12, K_U14, K_K01
EU_06	Have an awareness of the strengths and weaknesses of qualitative and quantitative methods.	K_W03, K_W04, K_K01

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

Course learning content:	Course learning outcome symbol(s) (EU)
Qualitative and quantitative approaches to (socio)linguistic research; the qualifying criteria and examples of studies.	EU_01, EU_02
Data types (from spontaneous speech or elicitation)	EU_03
Techniques for collecting text data.	EU_01, EU_02
Techniques for collecting audio data.	EU_01, EU_02
Collecting naturalistic data (text and audio).	EU_01, EU_02
Collecting elicited data (text and audio).	EU_01, EU_02
Designing and conducting an individual project of collecting data for qualitative analysis; preparing a presentation	EU_03, EU_04
Students presentations and a debate; critical evaluation of quantitative and qualitative studies and their future development.	EU_05, EU_06

5. Reading list

- Dörnyei, Zoltan. 2007. *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Holmes, Janet and Kirk Hazen. 2013. *Research methods in sociolinguistics*. A practical guide. Oxford: Wiley.
- Johnstone, Barbara. 2000. *Qualitative methods in sociolinguistics*. New York – Oxford: Oxford University Press.
- Mallinson, Christine, Becky Childs and Gerard Van Herk. 2013. *Data collection in sociolinguistics*. Methods and applications. London: Routledge.
- Meyerhoff, Miriam and Erik Schleef. 2010. *The Routledge sociolinguistics reader*. London and New York: Routledge. (Chapter 1 "Sociolinguistic methods for data collection and interpretation", 1-26)
- Schilling, Natalie. 2013. *Sociolinguistic fieldwork*. Cambridge: Cambridge University Press.
- Tagliamonte, Sali. 2006. *Analysing sociolinguistic variation*. 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	
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	
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_1	EU_2	EU_03	EU_04	EU_05	EU_6
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test						
Multiple choice test	x	x				
Project			X	X	x	
Essay						
Report						
Multimedia presentation			X	X		
Practical exam (performance observation)						
Portfolio						

Other (please specify) -						
Debate						**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.	15
	Project preparation	15
	Term paper preparation	
	Exam preparation	
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 project tasks completed at an exceptionally good level and completed an independent self-designed project; active participation in class discussions.
Good plus (+db; 4.5): all project tasks completed at an exceptionally good level; active participation in class discussion.
Good (db; 4.0): all project tasks completed at an outstanding level; active participation in class discussions.
Satisfactory plus (+dst; 3.5): all project tasks completed, some active participation in class discussion.
Satisfactory (dst; 3.0): all project tasks completed.
Unsatisfactory (ndst; 2.0): not all project tasks completed.