| 1 | **Course title** | Sociolinguistics |
|---|---|---|
| 2 | **Course number** | 2201752 |
| 3 | **Credit hours** | 3 |
| | **Contact hours(theory, practical)** | 3 |
| 4 | **Prerequisites/Co-requisites** | |
| 5 | **Program title** | Master's Degree  in Linguistics |
| 6 | **Program code** | 011 |
| 7 | **Awarding institution** | The University of Jordan |
| 8 | **School** | School of Foreign Languages |
| 9 | **Department** | Department of English Language and Literature |
| 10 | **Course level** | Graduate |
| 11 | **Year of study and semester(s)** | 2023/2024,FirstSemester |
| 12 | **Final Qualification** | MA |
| 13 | **Other department(s)involved in teaching the course** | - |
| 14 | **Language of Instruction** | English |
| 15 | **Delivery method** | ☐Face to Face learning   ☒Blended      ☐Fully online |
| 16 | **Electronic platform(s)** | ☒E - Learning  ☐Microsoft Teams  ☐Skype ☐Zoom ☐Others………… |
| 17 | **Issuing/Revision Date** | December 2023 |

**18 Course Coordinator:**

Name:Dr AseelZibin

Office number: 13

Phonenumber:065355000/24777

Email:a.zabin@ju.edu.jo,aseel_zabin@hotmail.com

Office Hours: Sun2:30-3:30 viaTeams, Monday11:30-12:30or byappointment

**19 Other instructors:**

**Course Syllabus**

| Name: |
| --- |
| Office number:- |
| Phone number: |
| Email: |

## 20 Course Description:

This course offers an in-depth exploration of the relationship between language and society. The course explores the various ways in which language reflects, influences, and is influenced by various social factors, including but not limited to culture, ethnicity, gender, class, and power dynamics. It also examines the systematic variations in language across diverse social contexts, regions, and communities. Students will investigate the underlying mechanisms that drive linguistic change over time, from phonological shifts to morphosyntactic variation. Students will gain practical expertise in both qualitative and quantitative research methods used in sociolinguistic inquiry. This includes designing surveys, conducting interviews, and engaging in ethnographic observations to collect and analyze linguistic data. In addition, this module critically investigates how individuals construct and negotiate their identities through language. Factors such as ethnicity, gender, age, and socio-economic status will be central to discussions on language and identity. Through case studies and empirical research, students will investigate the phenomenon of multilingualism in diverse linguistic communities. The motivations and patterns of code-switching in various social contexts will also be explored. This module delves into the outcomes of language contact situations, including the emergence of creole languages. This course is delivered through a blended learning approach, combining face-to-face interactive sessions with online resources, discussions, and collaborative activities, providing students with a flexible and enriched learning experience.

## 21 Course aim sand outcomes:

**A- Aims: Program learning out comes (PLO`s)**

Upon successful completion of the Master's Program in Linguistics, students should be able to:

1. Discuss and Evaluate current linguistic theories, research methods, and their applications in professional contexts in a way that reflects his deep understanding of language structure and discourse.
2. Compare and contrast language systems, including grammar, phonetics, phonology, morphology, syntax, Semantics, pragmatics, and language acquisition in a manner that demonstrates comprehensive understanding of linguistic diversity.
3. Apply computational tools efficiently in linguistic research, lexicography, and language teaching, effectively harnessing technology to support language analysis and processing.
4. Systematize, critically analyze, and interpret extensive linguistic data from corpora, demonstrating the ability to extract valuable insights from linguistic sources.
5. Synthesize and analyze linguistic theory and data, using this knowledge to construct well-structured and evidence-based scholarly arguments.
6. Design and conduct linguistic research, interpreting its results, demonstrating the ability to write a master's thesis proficient

7. Prepare and deliver professional and specialized seminars, and work efficiently both independently and collaboratively while upholding social and professional responsibilities.
8. Demonstrates proficiency in using information and communication technology, employing it to generate new knowledge and enhance intellectual and professional capabilities and skills.

## B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

| No. | Course Learning Outcomes | Program Outcomes | | | | | | | | | | Assessment Tools | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Identify basic concepts and terminologies used in sociolinguistics | x | | x | | x | | | x | | | | x | x | | | x | | x | | | x |
| 2 | Develop a comprehensive understanding of the interplay between language and society. | X | x | | | | | | | | | | x | x | | | x | | x | | | x |
| 3 | Perform sociolinguistic research through various methods, e.g. Questionnaires and interviews. | x | | | | | | x | x | | x | | x | x | | | x | | x | | | x |
| 4 | Critically analyze and interpret sociolinguistic phenomena across diverse Linguistic communities. | x | | | x | x | | | x | | | | x | x | | | x | | x | | | x |
| 5 | Demonstrate mastery of the tenets of theoretical frameworks employed in sociolinguistics | x | | | | | | | | | | | x | x | | | x | | x | | | x |
| 6 | Apply sociolinguistic theories to real-world scenarios, including educational and policy contexts, and academic articles reading. | x | x | x | | | | | | | | | x | x | | | x | | x | | | x |

## 22. Topic Outline and Schedule:

| Week | Topic | Course Learning Outcomes | Teaching Methods*/ platform | Evaluation Methods** | References |
|---|---|---|---|---|---|
| 1 | Introduction to the basic concept of sociolinguistics + Language variation | 1, 2, 3, 4 | Discussion | In-class tasks, assignment | Main textbook |

**Course Syllabus**

| | | | | | |
|---|---|---|---|---|---|
| 2 | Language choice in Multilingual communities | 1,2,3,4 | Discussion | In-class tasks assignment | Main textbook |
| 3 | Domains of language use, code choice | 1,2,3,6 | Discussion | In-class tasks, presentation | Main textbook |
| 4 | Diglossia | 1,2,3,4,5 | Discussion | In-class tasks | Main textbook |
| 5 | Language Death, maintenance ,shift, revival | 1, 2 | Discussion | In-class tasks, quiz | Main textbook |
| 6 | Standard, Vernacular, Lingua franca | 1,2, 3, 4 | Discussion | In-class tasks | Main textbook |
| 7 | Pidgins and creoles | 1, 2, 3 | | | Main textbook |
| 8 | Regional and Social dialects | 1, 2, 3, 5 | Discussion | In-class tasks | Main textbook |
| 9 | Midterm exam | 1, 2, 3, 4, 5, 6 | Discussion | In-class tasks | Main textbook |
| 10 | Gender and Age | 1,2,3, 4 | Discussion | In-class tasks | Main textbook |
| 11 | Communities of practice and the construction of social identity | 1, 2, 3, 4, 6 | Discussion | In-class tasks | Main textbook |
| 12 | Language variation and change (Labov) | 1, 2, 3, 5 | Discussion | In-class tasks | Main textbook |
| 13 | Language variation and change(Orders of indexicality) | 1, 2, 3, 5 | Discussion | In-class tasks ,term paper, project | Main textbook |
| | Accommodation theory | 1, 2, 3, 5 | Discussion | In-class tasks | Main textbook |
| 15 | Revision | 1-7 | Discussion | In-class tasks | Main textbook |

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include**: 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam

## 23 Evaluation Methods:

| Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements: | | | | | |
|---|---|---|---|---|---|
| **Evaluation Activity** | **Mark** | **Topic(s)** | **Course Learning outcome** | **Period (Week)** | **Platform** |
| Assignments | 5 | Diglossia, code-switching, pidgins and creoles, vernaculars, sociolinguistic theories | 1, 2, 3, 4, 5 | 1-15 | Microsoft Team+ E- Learning |
| Presentation\critical appraisal of a paper | 5 | Diglossia, code-switching, pidgins and creoles, vernaculars, sociolinguistic theories, dialects, Language variation | 1, 2, 3, 4, 5, 6 | 9 | On campus |
| Term paper | 20 | Diglossia, code-switching ,pidgins and creoles, vernaculars, sociolinguistic theories, dialects, Language variation | 1-7 | 14 | On campus |
| Midterm Exam | 30 | Up to week8 | 1-6 | 7 | On campus |
| Final Exam | 40 | All topics | 1-6 | 16 | On campus |

**Course Syllabus**

**Rubric for Oral Presentation**

| Category | Weight | Unacceptable | Satisfactory | Good | Score |
|---|---|---|---|---|---|
| Identify & Explain Errors | 30% | The topic and research questions presented by The student are Not explained clearly. | There is some explanation Provided by the Student of the Topic and research questions presented, but it Is not enough. | Topic and Research Questions are Identified and Fully explained In great detail by the student. Appropriate Vocabulary is Used in explanations. | |
| Correct Work/Solution | 30% | No work is Shown by the Student that correctly Provides a Solution to the problem identified. | The work Presented to Solve this Problem is insufficient. | Work presented Fully explains the correct Procedure to Provide a Solution for the problem. Appropriate Vocabulary is Used in explanations. | |
| Problem Solving Strategy | 30% | Strategy, tools And procedures To deal with the Topic and research Questions are not provided. | Strategy, tools and procedures To deal with the research Questions are not detailed enough. | Strategy and tools to deal with The research Questions are Fully explained. Appropriate Vocabulary is Used in explanations. | |
| Neatness and presentation skills | 10% | The Presentation is Sloppy or disorganized. There is visible evidence that

The student has Not practiced his/her presentation | The presentation Is some what Organized, It is somewhat No able that the student has not

Practiced his/her presentation skills, e.g. eye contact, clear | The presentation Is very easy to Follow ,Is very organized, and is neat. It is very clear that the

Student has practiced his/her presentation skills, e.g.eye | |

| | | skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc. | language, engagement with the audience, pronunciation, etc. | contact, clear language, engagement with the audience, pronunciation, etc. | |
|---|---|---|---|---|---|
| Instructor's Comments: | | | | | |

**Assignment Score** _____

**Rubric for Term-paper**

The following are **grade descriptors** which are designed to help you understand how yourmark was arrived at:

| 20 | An outstanding paper showing a complete overall grasp of the major issues and their implications, and a clear grasp of relevant standard critical approaches to the subject. Evidence of capacity to think independently and to formulate own criteria and judgments. Argument very clearly structured and confidently supported by appropriate evidence derived from primary and secondary sources .Presentations |
|---|---|

| | |
|---|---|
| | excellent; sources are thoroughly cited. Exceptional essay that could not be bettered at this level. |
| 19-18 | An excellent paper showing considerable understanding of the major issues and a capacity to use standard critical approaches appropriate to the subject. Evidence of developing confidence in formulating independent ideas, criteria and judgments. Argument cogent and clearly supported by appropriate evidence drawn from mainly secondary (possibly some primary) sources, which are thoroughly cited Presentations excellent. Ambitious essay, unusually perceptive at this level. |
| 17-16 | A very good, well-focused paper demonstrating a very good level of understanding of the major issues under discussion and reasonable confidence in handling standard approaches to the subject. Some evidence of capacity for independent thought in developing an argument that draws on secondary sources to put forward an analysis that is generally sound, although there may be occasion a lack of clarity or organisation. Presentation is generally very good and sources are well documented |
| 15 | A good, competent paper in all or most areas, or showing moderate competence in some areas but excellence in others. Able to summarize and interpret primary (and some secondary) material in a way that demonstrates awareness of major issues and some capacity for critical evaluation. Less ambitious in scope than First Class, but still aiming to achieve a good level of analyes.at the lower end of the scale,there may be some shortcomings, but major errors are avoided. Presentation generally competent; sources adequately documented. |
| 14 | Essay fair and reasonably competent in all or most areas, or uneven paper showing strength in some areas but weakness in others. Fairly competent knowledge or understanding of the material studied, but characterized by one or more of the following: lack of critical analysis; lack of considered thought argument not always well structured or relevant; some gaps in planning and use of evidence; lacks the |

| | |
|---|---|
| | Comprehensiveness, accuracy and/or cohesiveness expected of an Upper Second. Some awareness of critical debates but may be too descriptive or generalized; would benefit from sharper focus and more reflection; presentation is fair, sources documented, but perhaps with some inconsistency/gaps. |
| 13 | Adequate paper in all or most areas, tending to be descriptive with uncritical coverage of debates and issues, but with some basic (or minimal, at the lower end of the scale) relevant information and understanding. Some evidence of reading and attempt to address question or topic, but with substantial omissions or irrelevant material. Skills of planning, structuring and presentation relatively weak; barely adequate understanding of concepts, barely adequate use of reading and sources with poor referencing. |
| 12-9.5 | Unsatisfactory paper showing minimal achievement but containing some elementary relevant information. Reliant on a minimal range of reading and poor attention to detail. May be repetitive consisting of a string of weak statements/opinions which may not relate to each other. Assertions without supporting evidence ;minimal reflection ,poor planning and presentation; sources very inadequately cited. |
| 9-7 | Poor paper, inadequate in almost all areas, displaying little knowledge or understanding. Insufficient evidence that the candidate has adequately benefited from the material studied. Poorly organized and confused argument; little or no evidence of analysis, planning or presentation skills; sources not cited or very inadequately cited. |

| 6-3 | Very poor paper in which there is no evidence of understanding or knowledge of the material studied; inability to construct an argument; lack of planning or presentation skills; significant elements of Irrelevance or error; no sources or sources not cited. |
|------|------|
| 2-0 | Extremely poor and incoherent essay; irrelevant and error-strewn; no sources. |

**Assignment Score** _____

### 24 Course Requirements

Students should have a computer, internet connection, web cam, and account on a Microsoft Teams

### 25 Course Policies

**A-Attendance policies:**
As per the University Regulations.

**B-Absences from exam sand submitting assignments on time:**
As per the University Regulations.

**C-Health and safety procedures:**
Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

**D-Honesty policy regarding cheating plagiarism, misbehavior:**
As per the University Regulations.

**E-Grading policy:**
As explained above in 23.

**F-Available university services that support achievement in the course:**
Please ask me or your academic advisor for any help or support.

### 26 References:

**Required book(s),**assigned reading and audio-visuals:

Ward haugh ,R.,&Fuller,J. M.(2021).An introduction to sociolinguistics.John Wiley& Sons.

Holmes,J.(2013).*Anintroductiontosociolinguistics*.London:Routledge.

**B-Additional information:**

Al-Wer, E. (2014). Language and gender in the Middle East and North Africa. The handbook of language, gender, and sexuality, 396-411.

Bell,A.,Sharma,D.,&Britain,D.(2016).Labovinsociolinguistics:Anintroduction.Journalof sociolinguistics, 20(4), 399-408.

Inflected with Arabic morphemesasslangin Amman, Jordan .International Journal of the Sociology of Language, 2019(260), 155-175.

**27 Additional  information:**

Name of Course Coordinator: ................................................... Signature: .......................... Date: ................

Head of Curriculum Committee/Department: --------------------------- Signature: ------------------------

Head of Department: .................................................................. Signature: ................................

Head of Curriculum Committee/Faculty: -------------------------------------- Signature: ------------------

Dean: .................................................................. Signature: ................................................