

1	Course title	Sociolinguistics
2	Course number	2201752
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	
5	Program title	PhD in Language, Culture & Communication
6	Program code	
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	PhD
11	Year of study and semester (s)	2023/2024, First Semester
12	Final Qualification	PhD
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	English
15	Teaching methodology	<input checked="" type="checkbox"/> Blended <input type="checkbox"/> Online <input type="checkbox"/> face-to-face
16	Electronic platform(s)	<input type="checkbox"/> E-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	December 2023

18 Course Coordinator:

Name:

Office number:

Phone number: 06535500

Email:

Office Hours:

19 Course Description:

This course explores the relationship between language and society, examining how variation in language structure is distributed across different aspects of society, for example, the correlation between the use of particular linguistic forms and social class groups, genders, age groups and geographical areas. The module considers the associations that develop between aspects of a speaker's identity and different linguistic forms, the role of prestige (overt and covert), stigmatisation and the significance of one's social networks and communities, and how these facets of variation lead to changes in the English language. 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

20 Course aims and outcomes:

A- Aims: (PLOs)

Upon successful completion of the Master's Program in Language, Culture and Communication, students should be able to:

- 1) Analyze Theories and Methods in relation to language culture and communication: Evaluate and explain current communication theories, research methods, and their applications in professional contexts, demonstrating a deep understanding of language structure and discourse.
- 2) Investigate Language Systems: Compare and contrast language systems, including grammar, phonetics, phonology, morphology, syntax, semantics and pragmatics, fostering a comprehensive understanding of linguistic diversity.
- 3) Utilize Computational Linguistics Tools: Apply computational tools in linguistic research, lexicography, and language teaching, effectively harnessing technology to support language analysis and processing.
- 4) Critically Analyze Linguistic Data: Systematize, critically analyze, and interpret extensive linguistic data from corpora, demonstrating the ability to extract valuable insights from linguistic sources.
- 5) Formulate Scholarly Arguments: Analyze and synthesize theories of communication including symbolic interaction theory and data, using this knowledge to construct well-structured and evidence-based scholarly arguments.
- 6) Conduct Research and Communicate Findings: Design, conduct, and interpret linguistic research, producing theses or reports of professional quality, equivalent to publishable papers, and effectively communicate research findings.
- 7) Professional Communication and Collaboration: Prepare and deliver professional seminars, and work efficiently both independently and collaboratively while upholding social and professional responsibilities.
- 8) ICT Proficiency and Lifelong Learning: Demonstrate proficiency in Information Communications Technology (ICT), appreciating the value of lifelong professional development and a commitment to generating knowledge in relation to culture and communication.

B- Course Learning Outcomes (CLOs):

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

	Course Learning Outcomes (CLOs)	Program Outcomes								Assessment Tools									
		1	2	3	4	5	6	7	8	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	

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2	Develop a comprehensive understanding of the interplay between language and society.	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	x
4	Critically analyze and interpret sociolinguistic phenomena across diverse cultures and communities.	x			x	x			x	x	x								x		
5	Demonstrate mastery of the tenets of theoretical frameworks employed in sociolinguistics	x											x					x			
6	Apply sociolinguistic theories to real-world scenarios, including educational and policy contexts.	x	x	x									x						x		
7	Demonstrate ability to read academic articles on sociolinguistics critically and summarize the main arguments	x					x	x					x	x							

- **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

22. Topic Outline and Schedule:

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

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2	Language choice in Multilingual communities	1, 2, 3, 5	Discussion	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, 8	Discussion	In-class tasks, quiz	Main textbook
6	Standard, Vernacular, Lingua francas	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, 7	Discussion	In-class tasks	Main textbook
9	Midterm exam	1, 2, 3, 4, 5, 6, 7	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

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14	Accommodation theory	1, 2, 3, 5	Discussion	In-class tasks	Main textbook	
15	Revision	1-7	Discussion	In-class tasks	Main textbook	

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs 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	
Term paper	20	Diglossia, code-switching, pidgins and creoles, vernaculars, sociolinguistic theories, dialects, language variation	1-7	14	
Midterm Exam	30	Up to week 8	1-6	7	On campus

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Final Exam	40	All topics	1-7	16	On campus
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24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

A- Attendance policies:

As per the University Regulations.

B- Absences from exams and 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:

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

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

Holmes, J. (2013). *An introduction to sociolinguistics*. 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). Labov in sociolinguistics: An introduction. *Journal of sociolinguistics*, 20(4), 399-408.

Eckert, P. (2016). Variation, meaning and social change. *Sociolinguistics: theoretical debates*, 68-85.

Eckert, P. (2018). *Meaning and linguistic variation: The third wave in sociolinguistics*. Cambridge University Press.

28. Rubrics

Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the students are not explained clearly.	There are some explanations 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 unorganized. There is visible evidence that the student has not practiced his/her presentation	The presentation is somewhat organized. It is somewhat notable 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	

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		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 your mark 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 judgements. Argument very clearly structured and confidently supported by appropriate evidence derived from primary and secondary sources. Presentation is
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	<p>excellent; sources are thoroughly cited. Exceptional essay that could not be bettered at this level.</p>
19-18	<p>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 judgements. Argument cogent and clearly supported by appropriate evidence drawn from mainly secondary (possibly some primary) sources, which are thoroughly cited. Presentation is excellent. Ambitious essay, unusually perceptive at this level.</p>
17-16	<p>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 occasional lack of clarity or organisation. Presentation is generally very good and sources are well documented</p>
15	<p>A good, competent paper in all or most areas, or showing moderate competence in some areas but excellence in others. Able to summarise 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 analysis. At the lower end of the scale, there may be some shortcomings, but major errors are avoided. Presentation generally competent; sources adequately documented.</p>
14	<p>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 characterised 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</p>

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	comprehensiveness, accuracy and/or cohesiveness expected of an Upper Second. Some awareness of critical debates but may be too descriptive or generalised; 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 organised and confused argument; little or no evidence of analysis, planning or presentation skills; sources not cited or very inadequately cited.

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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 _____

Name of Course Coordinator:.....Signature:.....Date: \12\2023

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

Head of Department:.....Signature:

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

Dean:.....Signature: