

Department	International College of Liberal Arts		
Semester	Spring 2024	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	LANG200		
Course Title	Sociolinguistics		
Prerequisites	LANG100 Introduction to Language Concepts		
Course Instructor	RAFIEYAN Vahid	Year Available (Grade Level)	1
Subject Area	Interdisciplinary Arts: Language Arts	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	<p>Sociolinguistics can be defined as the study of how societies and languages interact and the linguistic behaviors and attitudes that develop or are challenged as a result of this interaction. This course will focus on diversity in language in relation to gender, geography, social class, ethnicity, and national origin. The study of sociolinguistics looks at how languages function socially, how individuals and groups actually use language, and what this “says” about them/us. Issues of power and prestige play an important role in shaping the ways we interact with others. Language teachers are intimately involved in these interactions. Teachers and students bring and develop attitudes toward language (which affect language acquisition) and attitudes toward speakers of other languages.</p> <p>In this course, we will examine sociolinguistic phenomena and their impact on the teaching of foreign and second languages, specifically the development of dialects, language change, and standardization. We will investigate our own linguistic practices and those of the schools and communities within which we work and live.</p>
Class plan based on course evaluation from previous academic year	<p>Each topic will be followed with discussion and debates in order to link gained knowledge to personal experiences.</p>

Course related to the instructor's practical experience (Summary of experience)	My main practical experience is my extensive research and knowledge of the use of language in context (pragmatics). I will apply the know-how I have gained to the course.
Learning Goals	<p>Students will:</p> <ul style="list-style-type: none"> (1) be able to define and give examples of sociolinguistic terms and concepts (2) write about and actively discuss the course readings and their application(s) to their own particular situation and/or teaching practice (3) review the pertinent literature on a research topic of their choosing and synthesize and critique the literature in a research project/paper (4) formally present their research to the class for discussion and critique

iCLA Diploma Policy	DP1/DP2/DP4
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adapt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning/ Discussion, Debate/Group Work/Presentation
More details/supplemental information on Active Learning Methods	None
Use of ICT	UNIPA Functions

Contents of class preparation and review	Students are expected to review instructional materials designated for each session before and after each class to enhance their understanding.	Hours expected to be spent preparing for class (hours per week)	2 hours	Hours expected to be spent on class review (hours per week)	4 hours
Feedback Methods	Each assignment will be graded and returned based on the grading rubric. Credit will be given for: (1) clear and convincing arguments; (2) clear understanding of the facts and issues relevant to the chosen essay prompt; (3) appropriate use of academic sources to support your arguments; (4) clear and logical progression through the essay; (5) use of academic writing style.				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Class Activity	30%	
Mid-Term Paper	30%	
Final Project & presentation	40%	

Required Textbook(s)	Trudgill, Peter (2000). Sociolinguistics: An Introduction to language and society (4th edition). UK: Pearson. Wardhaugh, R., & Fuller, J. M. (2015). An Introduction to Sociolinguistics (7th edition). UK: Blackwell.
Other Reading Materials/URL	Other Sociolinguistics books.
Plagiarism Policy	Plagiarism is when someone presents someone else's work as their own, which is considered dishonest. Similarly, submitting the same work multiple times is also considered plagiarism. Depending on the type of plagiarism committed, it can lead to failing the assignment or even the entire course. Repeated instances of plagiarism will be reported to the University, and additional penalties may be applied as a result.

Other Additional Notes (Outline crucial policies and info not mentioned above)	To achieve a good grade, attending classes regularly, participating actively in class activities, and paying attention to lectures are important.
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(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Introduction to Sociolinguistics/Course (Peter Trudgill) Sociolinguistics - Language and Society Reading: Chapter One
Class 2	(Peter Trudgill) Sociolinguistics - Language and Society Reading: Chapter One
Class 3	(Peter Trudgill) Sociolinguistics - Language and Society Reading: Chapter One
Class 4	(Peter Trudgill) Sociolinguistics - Language and Society Reading: Chapter One
Class 5	(Peter Trudgill) Language and Social Class Reading: Chapter Two
Class 6	(Peter Trudgill) Language and Social Class Reading: Chapter Two

Class 7	(Peter Trudgill) Language and Ethnic Group Reading: Chapter Three
Class 8	(Peter Trudgill) Language and Ethnic Group Reading: Chapter Three
Class 9	(Peter Trudgill) Language and Sex Reading: Chapter Four
Class 10	(Peter Trudgill) Language and Sex Reading: Chapter Four
Class 11	(Peter Trudgill) Language and Context Reading: Chapter Five
Class 12	(Peter Trudgill) Language and Context Reading: Chapter Five
Class 13	(Peter Trudgill) Language and Social Interaction Reading: Chapter Six
Class 14	(Peter Trudgill) Language and Social Interaction Reading: Chapter Six
Class 15	(Peter Trudgill) Language and Nation Reading: Chapter Seven Submission of Mid-term Assignment

Class 16	(Peter Trudgill) Language and Nation Reading: Chapter Seven
Class 17	(Peter Trudgill) Language and Geography Reading: Chapter Eight
Class 18	(Peter Trudgill) Language and Geography Reading: Chapter Eight
Class 19	(Peter Trudgill) Language and Contact Reading: Chapter Nine
Class 20	(Peter Trudgill) Language and Contact Reading: Chapter Nine
Class 21	(Peter Trudgill) Language and Humanity Reading: Chapter Ten
Class 22	(Peter Trudgill) Language and Humanity Reading: Chapter Ten
Class 23	(Wardhaugh & Fuller) Pragmatics
Class 24	(Wardhaugh & Fuller) Pragmatics

Class 25	(Wardhaugh & Fuller) Pragmatics
Class 26	(Wardhaugh & Fuller) Pragmatics
Class 27	(Wardhaugh & Fuller) Pragmatics
Class 28	Presentations
Class 29	Presentations
Class 30	Presentations