

## COURSE OUTLINE

### 1. GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PHL_Γ605	SEMESTER	6 <sup>th</sup> (spring semester)
COURSE TITLE	SOCIOLOGUISTICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	2 (13 weeks)	1	
Application of basic principles of Discourse Analysis and exercises	1 (13 weeks)	0,6	
Portfolio of practical assignments	3 (13 weeks)	1,6	
Preparation for the written examination	3,6 (13 weeks)	1,8	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	Summary: 9,6 (13 weeks)	5	
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Optional		
<b>PREREQUISITE COURSES:</b>	There are no prerequisite courses. It is, however, recommended that students should have at least a basic knowledge of General Linguistics.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (reading course based on English bibliography)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/LIT1704/">https://eclass.upatras.gr/courses/LIT1704/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>At the end of this course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish the basic assumptions of structural and formal linguistics from those of functional linguistics and sociolinguistics</li> <li>2. Identify the main factors for sociolinguistic diversity</li> <li>3. Identify the reasons for sociolinguistic inequality</li> </ol>

#### 4. Conduct correlational sociolinguistic research

At the end of the course the student will have further developed the following skills/competences:

1. Ability to demonstrate knowledge and understanding of essential concepts of sociolinguistics
2. Ability to collect and analyze sociolinguistic data
3. Ability to demonstrate sensitivity to language differences as a school teacher
4. Ability to develop the skills needed for a professional career in linguistics

#### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Project planning and management*

*Respect for difference and multiculturalism*

*Adapting to new situations*

*Respect for the natural environment*

*Decision-making*

*Showing social, professional and ethical responsibility and sensitivity to gender issues*

*Working independently*

*Team work*

*Criticism and self-criticism*

*Working in an international environment*

*Production of free, creative and inductive thinking*

*Working in an interdisciplinary environment*

*.....*

*Production of new research ideas*

*Others...*

*.....*

1. Search, analyze and synthesize data and information, using the necessary technologies..
2. Adapting to new situations.
3. Decision making.
4. Independent work.
5. Generating new research ideas.
6. Respect for difference and multiculturalism
7. Project management and design.
8. Social, professional and ethical responsibility and sensibility towards gender issues.
9. Criticism and self-criticism.
10. Promoting free and creative thinking.

#### 3. SYLLABUS

1. Evidence against the autonomy and homogeneity of the linguistic system.
2. Domains of sociolinguistics.
3. Regional and social variation: dialects and sociolects, urban dialectology, language and social stratification, communication situations and registers, languages in contact, multilingualism, diglossia, code switching and code mixing.
4. Lingua Francas, pidgins, creoles.
5. Majority and minority languages.
6. Language maintenance and language loss.
7. Linguistic variation and language change.

8. Language and social inequality. The case of sexist language
9. Sociolinguistic attitudes.
10. Some basic methodological concerns of sociolinguistic research.

#### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In the classroom (face to face).												
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides for overhead projector or powerpoint presentations. The teaching of this course is supplemented by the asynchronous distant education platform "e-class".												
<b>TEACHING METHODS</b>  <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Lectures</td> <td style="text-align: center;">26</td> </tr> <tr> <td style="text-align: center;">Application of basic principles of Discourse Analysis and exercises</td> <td style="text-align: center;">13</td> </tr> <tr> <td style="text-align: center;">Portfolio of practical assignments</td> <td style="text-align: center;">39</td> </tr> <tr> <td style="text-align: center;">Self study</td> <td style="text-align: center;">47</td> </tr> <tr> <td style="text-align: center;"><b>Summary</b></td> <td style="text-align: center;"><b>125 h (5 ECTS)</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	26	Application of basic principles of Discourse Analysis and exercises	13	Portfolio of practical assignments	39	Self study	47	<b>Summary</b>	<b>125 h (5 ECTS)</b>
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<b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>I. Written examination including questions requiring short answers (100%).</p> <p>II. Portfolio of practical assignments (enhancing the final mark)</p> <p>Grade 4 corresponds to Fail.</p> <p>For the passing grades, the following correspondence holds: 5 (or 5.5) ⇔ E, 6 (or 6.5) ⇔ D, 7 (or 7.5) ⇔ C, 8 (or 8.5) ⇔ B and ≥9 - 10 ⇔ A.</p>												

#### 5. ATTACHED BIBLIOGRAPHY

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Coulmas F. (ed) (1997). *The Handbook of Sociolinguistics*. Oxford: Blackwell.

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