1. **Title of the module**

LING3040 (LL304) – Language, Self and Society

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as an elective module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand and use the basic conceptual terminology of sociolinguistics (e.g. variable, diglossia, code-switching, style, register, variety);

8.2 Show how language and social factors are inter-related;

8.3 Understand the significance of sociolinguistic data as presented in charts and graphs;

8.4 Evaluate critically the social bases for linguistic value judgements;

8.5 Understand the technical (and ethical) problems of sociolinguistic data collection.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner both in speech and in writing, to a specialist and non-specialist audience;

9.2 Evaluate and interpret data logically and systematically;

9.3 Develop their ability to work cooperatively with others, exercising personal responsibility and sensitivity;

9.4 Demonstrate their ability to undertake independent learning, by taking initiative, being organised and meeting deadlines;

9.5 Use IT skills to present information effectively; develop and exchange relevant information through the use of shared access to documents and web-based learning;

9.6 Summarise data and construct cogent arguments on the basis of findings.

1. **A synopsis of the curriculum**

The course offers an introduction to major themes in sociolinguistics. It will begin by exploring how our notions of ‘language’, ‘dialect’ or ‘style’ are constructed, and from there explore notions of ‘correctness’ in language, and their origins. It will then consider how social relationships are reflected and encoded in different languages, for example in kinship terms, terms of address, or politeness forms, and how individuals are placed – or place themselves – socially through their linguistic choices.

The middle part of the module will explore language variation and change, and the social parameters which correlate with them. It will conclude by analysing issues arising from the interplay between language and identity in multilingual societies: bi- and multilingualism, code-switching, language death and its causes, language revival and language revitalisation.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Blake, B. (2008). *All About Language*. Oxford: Oxford University Press.

Fasold, R. (2004). *The Sociolinguistics of Society*. Oxford: Blackwell.

Milroy, L. & M. Gordon (2003). *Sociolinguistics: Method and Interpretation*. Oxford: Blackwell.

Wardhaugh, R. & J. Fuller (2015). *An Introduction to Sociolinguistics* (Seventh edition). Oxford: Wiley.

Trudgill, P. (2005). *Sociolinguistics* (Fifth edition). London: Penguin.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay (1,500 words) – 40%
* Group Presentation (15 minutes) – 20%
* Examination (2 hours) – 40%

13.2 Reassessment methods

* 100% Coursework (1,500 words)
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |  | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Group Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Examination | **x** | **x** |  | **x** |  |  | **x** |  |  | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module draws on findings from a wide range of languages, encouraging students to discover for themselves which features of language use are universal and which are culture-specific.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 09/02/18 | Major | January 2019 | 9, 10 | No |
| 14/01/21 | Minor | January 2022 | 13 | No |