1. **Title of the module**

LL845 – Sociolinguistic Theory

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

School of European Culture and Languages

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

Level 7

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)**

Autumn or Spring

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

LL838 Sounds; LL833 Structure

1. **The programmes of study to which the module contributes**

Optional for the MA Linguistics and the MA Applied Linguistics with TESOL

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 variationist sociolinguistics (e.g. variable, variant, style, indicator, hypercorrection, age-grading);

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

8.3 Demonstrate an advanced critical awareness of theories of language change;

8.4 Evaluate critically the social bases for linguistic value judgements;

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

8.6 Test theories against language data.

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, to a specialist and non-specialist audience;

9.2 Evaluate and interpret data logically and systematically;

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

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

1. **A synopsis of the curriculum**

The module will begin with an examination of Labov, Weinreich and Herzog’s early ‘manifesto’ for sociologically informed linguistics, and the reasons for dissatisfaction with structuralist and generative models in the 1960s/early 1970’s. It will then review classic urban sociolinguistic work as exemplified by Labov (New York), Trudgill (Norwich), and the Milroys (Belfast), before exploring in turn the assumptions underpinning sociolinguistic methodology and some of its key findings (for example, the sociolinguistic gender pattern). The claims of sociolinguists regarding language change will then be considered, and some putative sociolinguistic universals, i.e. general claims about language in society which are presumed to be universally applicable, tested. The module will conclude with consideration of the relationship between social and linguistic structure, and examine some recent work in the field, which challenges the general linguistic tenet that all languages are equally complex.

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

Chambers, J. (2003; 2nd ed) *Sociolinguistic Theory*. Oxford: Blackwell.

Chambers, J., Trudgill, P. & Schilling-Estes, N. (eds) (2002) *The Handbook of Language Variation and Change*. Oxford: Blackwell.

Labov, W. (1996/2001) *Principles of Linguistic Change* (Vols 1 and 2). Oxford: Blackwell.

Trudgill, P. (2004) *New Dialect Formation: The Inevitability of Colonial Englishes*. Oxford: Blackwell.

Trudgill, P. (2011) *Social Determinants of Linguistic Complexity*. Oxford: Blackwell.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**

This module will be assessed by:

* Essay (3,000 words) – 100%

13.2 Reassessment methods

This module will be reassessed by 100% coursework

* Essay (3,000 words) – 100%
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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School 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**

Through reference to a range of languages, students become sensitive to universal and culture-specific patterns of language variation and change, understanding the specific national or regional context in which they are embedded.

**FACULTIES SUPPORT OFFICE 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 22/11/16 | Minor | September 2016 | 17 | No |
| January 2018 | Minor | September 2018 |  |  |