



## Linguistics Modules - Module Information Sheet

2018/19

### 1. General information

<b>Module Code</b>	PLIN0032	<b>Title</b>	Sociolinguistics				<b>Credits</b>	15	
<b>Module Tutor</b>	Bronwen Evans			<b>Contact</b>	bronwen.evans@ucl.ac.uk				
<b>Other tutor(s)</b>									
<b>Module available at the following levels</b>									
Level 4 UG		Level 5 UG	X	Level 6 UG	X	Level 7 UG		Level 7 PG	X
<b>Module description</b>									
<p>What does your accent say about you? Does your age or gender have an effect on how you speak? What about geography or social class? This course aims to develop students' awareness of the complex relationship between spoken language and society through discussion of existing literature and through experience of handling data collected from studies of spoken language variation. The focus will be on the study of phonetic aspects of accent variation and change and so it is assumed that students will be familiar with basic concepts in phonetics and phonology. Understanding patterns of spoken language variation requires a multidisciplinary approach, and so during the course students will be introduced to aspects of historical linguistics, language acquisition, speech perception and production, as well as gaining hands-on experience of analysing speech data in lab sessions.</p> <p>The course introduces students to the field of sociolinguistics through the study of data and theory. The lectures focus on 3 themes; Lectures 1-4 focus on variation at the level of the individual speaker, focussing in particular on the work of William Labov, the founding father of modern-day sociolinguistics, and work that has followed from this (e.g., accommodation theory); Lectures 5 &amp; 6 look at variation within communities of speakers and Lectures 7-10 on language change across the lifespan, both as a result of internal and external factors (e.g., contact between dialects and languages).</p>									
<b>Prerequisites</b>	No formal pre-requisites, but students are expected to be familiar with basic concepts in phonetics and phonology								
<b>Timetable</b>	<a href="https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&amp;moduleId=PLIN0032">https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&amp;moduleId=PLIN0032</a>								
<b>Week by week summary</b>									
1	The social life of language and speech								
2	Regional and Social Dialectology								
3	Accommodation and attention to speech								
4	Variation and gender								
5	Language and social class I: The effect of social class on linguistic variation								
6	Language and social class II: Social networks and communities of practice								
7	Real and apparent time								
8	Language acquisition and variation: help or hindrance?								
9	Sociophonetics and second dialect acquisition								
10	Multilingualism								
<b>Information for students on other programmes and Affiliate/intercollegiate students:</b>									
If you want to take this module, you should select it on Portico as usual. Any general queries about taking the module can be addressed to Alexa Richardson: enquiries-linguistics@pals.ucl.ac.uk.									

## 2. Teaching

<b>Teaching methods and tutorial/lab arrangements</b>		
1 X 1hr plenary lecture (undergraduates and graduates) 1 X 1.5 hr lab session in which students will gain experience of analyzing speech data and running basic experiments. Additionally, lab sessions will form the basis of group project work; one session will be set aside for group presentations.		
<b>Communication</b>		
Unless instructed otherwise, all communication with the lecturer should be over email. You should expect a response within 2 working days.		
<b>Workload</b>		
Lectures – 10hrs  Back-up classes: Undergraduate students: Lab sessions – 15 hrs (UG students), M-level students: Lab sessions - 7.5 hrs, Seminars – 5 hrs  The remainder of the time will be spent reading, preparing for lectures and tutorials and completing coursework. It is expected that you will need to spend a minimum of 3hrs each week in background reading.		
<b>Core texts</b>		
Basic texts:  Meyerhoff, M. (2006). <i>Introducing Sociolinguistics</i> . Foulkes, P. & Docherty, G.J. (1999). <i>Urban Voices: Accent Studies in the British Isles</i> . Thomas, E. (2011). <i>Sociophonetics: An Introduction</i> .  Other useful general textbooks & edited volumes:  Wardhaugh, R. (1998). <i>An Introduction to Sociolinguistics</i> , 3 <sup>rd</sup> Edition. Chambers, J.K. (2003). <i>Sociolinguistic Theory</i> . Chambers, J.K. (2001). <i>The Handbook of Language Variation and Change</i> . Cohn, A. Fougeron, C. & Huffman, M.K. (2011). <i>The Oxford Handbook of Laboratory Phonology</i> . Coupland, N. & Jaworski, A. (1997). <i>Sociolinguistics: A Reader and Coursebook</i> .		
<b>Libraries and other resources</b>		
<b>Additional information</b>		
Any requests for extensions to deadlines, or for extenuating circumstances to be taken into consideration by examiners, should be made by completing the relevant form. Instructions are available on the Moodle page for this module, under the Assessment tab. No extensions or special consideration can be given outside of this process, and there is a grading penalty for late submission of coursework. Again, information about this policy can be found on the course Moodle page, under the 'Assessment' tab.		
<b>Recording</b>		
Lectures and other classes for this module should not be recorded. If you have a Statement of Reasonable Adjustment (SoRA) from UCL Disability Services recommending that you record classes, you are welcome to do so provided you abide by the conditions specified in the SoRA.		

## 3. Assessment

<i>Level 4/5/6 undergraduate</i>		
Mode of assessment	Weight	Format
Exam (include duration)		
Coursework (include word count)	90% (~3000 words)	Coursework portfolio
(Add more if needed)	10%	Group presentation
(Add more if needed)		

<i>Other assessment information</i>	<p>The written coursework portfolio will include;</p> <p>a) a lab report based on work completed in groups during and outside lab sessions (approx. 2000 words)</p> <p>b) an extended essay (approx. 2000 words)</p> <p>Word limit = max. 4000 words excluding Bibliography and Appendices. References should be formatted using the APA/Harvard guidelines.</p> <p><i>Citing of sources:</i> Students are expected to have familiarised themselves with the plagiarism guidelines on the Moodle page for this module.</p> <p><b>Formative assessment</b></p> <p>In preparation for Coursework task (a), UG students will submit a lab report of the experiment run in the lab session in Week 3. This will be marked and returned with written feedback.</p> <p>Word limit = 1500 words</p> <p>This is mandatory for UG students and optional for M-level students.</p>
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<i>Level 7 postgraduate</i>		
Mode of assessment	Weight	Format
Exam		
Coursework	100%	Coursework portfolio
(Add more if needed)		
(Add more if needed)		
<i>Other assessment information</i>	<p>The module is assessed by coursework of 4000 words which will include;</p> <p>a) a lab report based on work completed in groups during and outside lab sessions (approx.. 2000 words)</p> <p>b) an extended essay (approx. 2000 words).</p> <p>Word limit = 4000 words excluding Bibliography and Appendices. References should be formatting using the APA/Harvard guidelines.</p> <p><i>Citing of sources:</i> Students are expected to have familiarised themselves with the plagiarism guidelines on the Moodle page for this module.</p> <p><b>Formative assessment</b></p> <p>In preparation for Coursework task (a), UG students will submit a lab report of the experiment run in the lab session in Week 3. This will be marked and returned with written feedback.</p> <p>Word limit = 1500 words</p> <p>This is mandatory for UG students and optional for M-level students.</p>	

#### 4. Types of feedback

Types of feedback students on this module can expect to receive	This type of feedback is provided (X)
<b>Generic tutor feedback</b>	
<b>Oral feedback</b> is given to the whole class (eg this may be about coursework, an in-class or online task )	X
<b>Electronic feedback</b> to the whole group (eg see oral feedback above)	X

<b>Printed feedback</b> to the whole group (eg answers to an exercise done in class, feedback relating to general performance on coursework or a task etc)	X
<b>Coverage of topics in class</b> which have been raised by members of the class (eg in areas where students ask for clarification/elaboration, these topics are addressed in class)	X
<b>Electronic responses</b> to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group)	X
<i>Other generic tutor feedback (please give details)</i>	
<b>Automated feedback</b>	
<b>Tests / quizzes</b> within VLE These are tests which do not count towards the module mark, but serve to inform students of how well they are understanding materials taught.	
<b>Personal Response Systems</b> used within class (eg to test that students understand a concept, to survey which topics students would like elaborated)	
<i>Other automated feedback (please give details)</i>	
<b>Specific, targeted tutor feedback</b>	
<b>Oral responses within class</b> (eg demonstrators talking to students in lab, stats and computing classes)	X
<b>Oral responses outside class</b> (eg students are invited to telephone or meet with module staff with individual queries regarding topics taught)	X
<b>Electronic responses to queries</b> from individual students are provided (as above)	X
<b>Summative comments on coursework</b> (eg handwritten feedback at the end of a written assessment which counts towards the module mark)	X
<b>On-script comments</b> in the body of individual summative coursework	X
<b>Indication of achievement</b> against set marking criteria (eg for an individual essay or a lab report)	X
<b>Feedback using a standard feedback form</b> (eg essay feedback form or lab marking forms)	X
<b>Oral feedback on coursework</b> talking to individual students about their coursework on the phone or in person, this could be summative points or specific comments on parts of the essay / lab report / project	
<b>Electronic feedback on coursework</b> This could be via email or on a VLE (eg using Gradebook on Moodle)	X
<i>Other specific, targeted tutor feedback (please give details)</i>	
<b>Feedback from people other than module staff</b>	
<b>Peer feedback:</b> fellow students commenting on/marking each other's work, or working together on a task (eg group work providing students with feedback on their ideas/understanding)	X
<b>Self-feedback</b> (eg students evaluating their own coursework, worksheet answers, etc)	X
<b>Feedback from seminar tutors</b> Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (eg poster, Research Project presentations etc)	X
<i>Other feedback from those not teaching module (please give details)</i>	
<b>Feedback related to examinations</b>	
<b>A mock examination</b> is given to help students prepare for the final exam	
<b>Marks for the previous year provided online</b> , with a breakdown of marks for individual questions	
<b>Samples of real student work</b> , such as coursework, exam essays, and projects from previous students on the module.	
<i>Other exam-related feedback (please give details)</i>	

## 5. Specific transferable skills (categorised into skill areas)

<b>Transferable students on this module can expect to develop</b>	
<b>Academic</b>	
<b>Learning Actively</b> - Able to approach learning as an active agent, taking responsibility for the process and outcomes	X
<b>Analysing Data</b> - Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate	X

<b>Thinking Critically</b> - Able to consider claims made against the evidence available and to develop one's own view systematically	X
<b>Using Sources</b> - Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	X
<b>Solving Problems</b> - Able to use systematic approaches to overcome difficulties in producing a desired outcome	X
<b>Managing Projects</b> - Able to plan a coordinated set of tasks and enact over time to produce a substantial result	X
<b>Self-management</b>	
<b>Reflecting on Learning</b> - Able to review dispassionately one's approaches to learning and the outcomes and progressively improve the process.	X
<b>Managing Time</b> - Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	X
<b>Being Creative / Innovative</b> - Able to generate and apply original approaches to tasks and problems and produce improved outcomes	X
<b>Assessing Oneself</b> - Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness	X
<b>Being Independent</b> - Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	X
<b>Managing Resources</b> - Able to allocate and conserve funds and other resources on a day to day basis and to support projects	X
<b>Communication</b>	
<b>Writing</b> - Able to communicate in textual forms (essays, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow	X
<b>Listening</b> - Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	X
<b>Using Information Technology</b> - Able to use digital technology for managing information and to mediate communication for learning and other purposes	X
<b>Presenting</b> - Able to speak to an audience, using visual aids as appropriate and respond to questions	X
<b>Communicating globally</b> - Able to understand and manage factors affecting communication across cultures, including learning other languages	X
<b>Planning and making decisions</b> - Able to identify steps needed to work towards goals and communicate them, including means of monitoring progress	X
<b>Working with others</b>	
<b>Working in teams</b> - Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	X
<b>Negotiating</b> - Able to respect the needs and interests of others when they differ from your own and to find common ground	X
<b>Leading</b> - Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	X
<b>Understanding others</b> - Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	X
<b>Assessing self and peers</b> - Able to assess your own performance objectively and to give and receive constructive feedback with others	X
<b>Managing change</b> - Able to adapt to changing circumstances and maintain focus on the group's declared goals	X
<b>Other transferable skills developed in this module</b>	