

**In the Name of Allah**  
University of Bojnord, Department of English  
Sociolinguistics for BA students of TEFL (2 Credits)  
**Course Syllabus**

**Instructor:** Mohammad Reza Ghorbani, Ph.D.

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**Office Hours:** After class or by Appointment

**Course Date:** February, 2019

**Class Time:** Tuesday 8:00 to 10:00

**1. COURSE DESCRIPTION/OVERVIEW**

This course is an introduction to sociolinguistics, the study of the relationship between language and society. We will look at variation at all levels of language and how such variation constructs is constructed by identity and culture. This course is designed to give BA students an appreciation of the relationship between language and society and language and culture. It deals with ways in which language serves to define and maintain group identity and social relationships among speakers. Students will learn about a variety of topics dealing with the general theme of language in its social context.

**2. COURSE OBJECTIVES**

This course will familiarize students with:

- A) the principal concepts of sociolinguistics
- B) how different varieties and features of language spread, change or disappear
- C) the key findings of sociolinguistics, examining language variation and the social, linguistic and contextual characteristics which help to shape it
- D) issues related to language in its social context
- E) the methodologies of analyzing a piece of sociolinguistic data

**3. REQUIRED TEXT AND INSTRUCTIONAL RESOURCES**

Wardhaugh, R. & Fuller, J. (2015). *An introduction to sociolinguistics* (7th edition).  
Chichester, West Sussex, U.K: Wiley-Blackwell

**4. COURSE ASSIGNMENTS/REQUIREMENTS**

Students are expected to be regular and punctual in attendance at all classes. They are to read the required texts in advance and supposed to raise their problems on the issues. The dominant class method would follow cooperative approach through class discussions. Throughout the course, students are to handle at least two presentations on a language-related issue geared to course objectives. The essential requirements could be summarized as follows:

- A) **Class participation:** Prompt attendance and participation at scheduled class meetings and examination dates are expected.

- B) **Individual Oral Presentation:** Each student will make a presentation on a given topic to the class (30 to 50 minutes).
- C) **Formal examinations:** A mid-term and a final exam are required in this course.

**5. COURSE PROCEDURES/CLASS POLICIES**

Primary instructional modalities in this course are lecture and self-directed study, but a part of most class sessions will be devoted to participative learning. Active participation is the central requirement for the class. Effective participation requires preparation. It is crucial to come to class having carefully read and thought about the day's reading. To ensure a smooth flow of discussions, students are encouraged to listen with an open mind, respect the contributions of others, and avoid personal attacks. Students will often be faced with alternative viewpoints from the professor or their peers. Thus, students should be prepared to defend their own positions with empirical data, obtained from the assigned readings, and reasoned argument.

Plagiarism or academic dishonesty will have consequences from failure of the assignment or exam to failure of the entire course. Rest assured that I am an expert in tracing plagiarism using various computer programs and other resources and must and will treat all cases very seriously.

Any student missing class quizzes, examinations, or any other class work because of unexpected problems shall be given an opportunity during that semester to make up missed work. The makeup will apply to the unavoidable absence only. Making up false excuses for absences will be considered cheating and may result in a grade of 'F' for missed work. Opportunity to make-up the missed work requires prior notification of the absence and an excused absence (that is one that your instructor accepts as reasonable and legitimate). How and when the work will be made up will be determined by the instructor. Students who represent UB at any official extracurricular activity shall have the opportunity to make up assignments, but they must provide official written notification to the professor no less than one week prior to the missed class.

**6. GRADES**

Participants are assessed through formative and summative evaluation. Performance-based evaluation would also play a part of measurement process. The grade assigned for this course is based on the total points earned on all assignments and class participation. The possible points earned for each exam and for class participation are as follows:

|                              |                   |
|------------------------------|-------------------|
| Class Participation          | 10 points         |
| Individual Oral Presentation | 30 points         |
| Midterm Exam                 | 30 points         |
| <u>Final Exam</u>            | <u>30 points</u>  |
| <b>TOTAL</b>                 | <b>100 points</b> |

## 7. TENTATIVE SCHEDULE:

| WEEK | TOPIC                                       | READING(S)          | SOURCE                               |
|------|---------------------------------------------|---------------------|--------------------------------------|
| 1    | Introduction                                | Chapter 1           | Wardhaugh & Fuller (2015)            |
| 2    | Languages, Dialects, and Varieties          | Chapter 2           | Wardhaugh & Fuller (2015)            |
| 3    | Defining Groups                             | Chapter 3           | Wardhaugh & Fuller (2015)            |
| 4    | Languages in Contact                        | Chapter 4           | Wardhaugh & Fuller (2015)            |
| 5    | Contact Languages                           | Chapter 5           | Wardhaugh & Fuller (2015)            |
| 6    | Language Variation                          | Chapter 6           | Wardhaugh & Fuller (2015)            |
| 7    | Three Waves of Variation Studies            | Chapter 7           | Wardhaugh & Fuller (2015)            |
| 8    | Language Variation and Change               | Chapter 8           | Wardhaugh & Fuller (2015)            |
| 9    | <b>MID-TERM EXAM</b>                        | <b>Chapter 1-8</b>  | <b>Wardhaugh &amp; Fuller (2015)</b> |
| 10   | Ethnographic Approaches in Sociolinguistics | Chapter 9           | Wardhaugh & Fuller (2015)            |
| 11   | Pragmatics                                  | Chapter 10          | Wardhaugh & Fuller (2015)            |
| 12   | Discourse Analysis                          | Chapter 11          | Wardhaugh & Fuller (2015)            |
| 13   | Language, Gender, and Sexuality             | Chapter 12          | Wardhaugh & Fuller (2015)            |
| 14   | Sociolinguistics and Education              | Chapter 13          | Wardhaugh & Fuller (2015)            |
| 15   | Language Policy and Planning                | Chapter 14          | Wardhaugh & Fuller (2015)            |
| 16   | <b>FINAL EXAM</b>                           | <b>Chapter 9-14</b> | <b>Wardhaugh &amp; Fuller (2015)</b> |