

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module:</b> Sociolinguistics			
<b>Code:</b> LING09037	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points:</b>  20	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	K Highet		
<b>Summary of Module</b>			
<p>This module explores language in social contexts. With a focus on the interrelation between language and society across the world, it explores core sociolinguistic theory related to language variation and use. Throughout the module students will gain a detailed understanding of the following in relation to language: variation, style, identity, attitudes, social class and gender, among others. The module will offer students the opportunity to reflect critically on common myths around language use and to relate their knowledge to contexts that they are familiar with. Students will acquire knowledge and understanding of core methodological approaches in sociolinguistics as well as the identification and treatment of sociolinguistic data. By adopting this sociolinguistic perspective on language use, students will develop a nuanced and critical understanding of the interrelation between language, society and inequality, and will use this knowledge to consider how sociolinguistics can inform the wider public around social and language-based issues. The detailed focus on language use will also allow students to enhance their own linguistic practice by developing a deeper sensitivity to the inherent social variability of language, as well as learning how to communicate sociolinguistic knowledge to the wider public.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>
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(Provided viable student numbers permit).
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Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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<b>Learning Outcomes: (maximum of 5 statements)</b>
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<b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b>
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At the end of this module the student will be able to:
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L1	Understand and articulate key sociolinguistic theory, with a primary focus on language variation, change, use and attitudes across social contexts
L2	Identify and critically analyse sociolinguistic phenomena in global contexts
L3	Effectively communicate ideas and analysis through oral presentation, in accordance with a rubric
L4	Effectively communicate ideas and analysis through a written task, in accordance with a rubric

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>
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<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>9</b> Demonstrating a detailed understanding of language variation, change and use across social contexts, and the connection to inequality.
Practice: Applied Knowledge and Understanding	SCQF Level <b>9</b> Applying knowledge of key sociolinguistic issues to participate in discussion and debate and inform written production on the topic of language in society. Displaying ability to apply key theoretical concepts from sociolinguistics to explain the world around them.
Generic Cognitive skills	SCQF Level <b>9</b> Considering language from a sociolinguistic perspective. Demonstrating critical reflection and analysis of social and political factors of language use.

Communication, ICT and Numeracy Skills	SCQF Level 9 Making effective and consistent use of the library resources, electronic media, VLE to inform and organise studying and using IT applications to present documents in an appropriate form. Displaying confident and accurate oral presentation skills in accordance with a rubric	
Autonomy, Accountability and Working with others	SCQF Level 9 Demonstrating effective study techniques and organisational skills to develop knowledge and complete projects within deadlines. Working cooperatively and accountably with other learners inside and outside class, with an awareness of sociolinguistic factors of communication.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Independent Study	164
	Hours Total 200

The learning hours follow a workshop format comprised of interactive activities, peer discussions, flipped classroom activities and lectures

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Holmes, J. & Wilson, N. (2022). *An Introduction to Sociolinguistics*. Sixth Edition. London: Routledge.

Meyerhoff, M. (2018). *Introducing Sociolinguistics* (3rd edition). London: Routledge

(\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

### **Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

All fulltime students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67

### **Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

This module forms part of the BA English Language degree. The cohort is a diverse, international group with various language repertoires. Students will be encouraged to share and respectfully respond to their various experiences of language diversity, relating this to critical discussions of social issues where appropriate. Equality and diversity are key tenets of the sociolinguistic perspective adopted through the module.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

## **Supplemental Information**

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Languages
<b>Moderator</b>	Luke Holmes
<b>External Examiner</b>	V McDonagh – current BA ESL EE (will be confirmed once module approved)
<b>Accreditation Details</b>	None
<b>Changes/Version Number</b>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). <b>NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.</b> Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. <a href="#">Click or tap here to enter text.</a></p>
Assessment 1 – Coursework (written assignment) (60%).
Assessment 2 – Oral presentation (40%).
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

### Assessment Outcome Grids (See Guidance Note)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetable d Contact Hours

Written Assignment	X	X		X	60%	
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<b>Component 2</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Oral Presentation	X	X	X		40%	3

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**