Module/Course Title: Sociolinguistics					
Module/ course code SBI 4234	**Student workload** 8,5 hours per week	**Credits** (ECTS) 3 CU x 1,5 = 4,5 ECTS	**Semester** 5th	**Frequency** 3 CU x 16 = 48	**Duration** 16 meetings

1	**Types of courses** Compulsory coursework	**Contact hours** 3 CU x 50 minutes = 150 = 2,5 hours per week	**Independent study** 3 CU x 120 minutes = 360 minutes = 6 hours	**Class size** 30 students
2	**Prerequisites for participation (if applicable)** -			
3	**Learning Outcomes** **Course Description:** This course aims to equip students with an introduction to language studies in relation to society. It covers major issues in sociolinguistics both at the micro level such as language variation, social factors such as age, gender and social class that determine language use, and at the macro level such as language planning and language shift and language maintenance (LSLM). It also introduces students to several case studies related to certain aspects of sociolinguistics. It is expected that after completing the course students have knowledge of basic concepts in sociolinguistics and have sufficient ability to identify the relationship between language use and social factors. **Programme Learning Outcomes:** **PLO 1** Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works **PLO 2** Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society **PLO 3** Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism **Intended Learning Outcomes:** ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment ILO 4 Students are able to analyse the development of linguistic, literary and cultural phenomena in the global and digital era			

	ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts
	ILO 6 Students are able to use media and technology into their learning and research activities
	ILO 7 Students are able to analyse various scientific texts in the fields of language, literature and culture in English
	Course Learning Outcomes
	On completion of this course, the students will be able to:
	1. Relate the existence of language with society
	2. Distinguish between dialect and social dialect
	3. Examine the social factors in language variation
	4. Explain the social factors that influence language choice
	5. Review the reason for choosing language and language attitude
	6. Measure the results of cultural contact on language change
4	**Subject aims/Content**
	Meeting 1: Initial discussion on understanding Sociolinguistics
	Students are able to generalize the concept of sociolinguistics.
	Students are able to communicate critically the concepts relevant to meanings in an oral discussion
	(Students' Discussion about the basic understanding of Sociolinguistics)
	Meeting 2: Scope of Sociolinguistics
	Students are able to generalize the definition of sociolinguistics as well as its scope.
	Students are able to communicate critically the concepts relevant to meanings in an oral discussion
	(Students' presentation, Discussion via Questions and Answers about the meaning of sociolinguistics and what is its scope)
	Meeting 3: Definition of speech community
	Students are able to generalize speech community
	(Students review the previous material, understand what a speech community, mention the types of speech communities, take a mini quiz, work on Task 2)
	Meeting 4: Types of Diglossia codes
	Students are able to generalize a code, types of code, and the meaning of diglossia
	(Students' presentation, Discussion)
	Meeting 5: Bilingualism, multilingualism, code mixing and code switching
	Students are able to generalize bilingualism, multilingualism, code mixing and code switching.
	Students are able to communicate critically the concepts relevant to meanings in an oral discussion.
	(Students' presentation, Discussion and Quiz)

Meeting 6: **Language Shift, Language Death, and Language Maintenance**
Students are able to generalize and use vocabulary and conversational text patterns.
Students are able to communicate critically the concepts relevant to meanings in an oral discussion

(Students' presentation and Discussion)

Meeting 7: **Linguistic variety includes: Vernacular language, Standard language, Lingua franca**
Students are able to generalize linguistic variety is and its types.
Students are able to communicate critically the concepts relevant to meanings in an oral discussion

(Students' presentation and Discussion)

Meeting 8: Students take Mid-Test

(Test and Discussion of the test)

Meeting 9: **Definition of dialect and Dialect features**
Students are able to generalize dialect is and its types
Students are able to communicate critically the concepts relevant to meanings in an oral discussion

(Students' presentation and Discussion)

Meeting 10: **Regional dialects and Social dialect**
Students are able to generalize regional dialects and social dialects
Students are able to communicate critically the difference between regional dialects and social dialects
in an oral discussion

(Students' presentation and Discussion)

Meeting 11: **Ethnicity and Social network**
Students are able to generalize Ethnicity and Social network
Students are able to communicate critically the concepts relevant to meanings of Ethnicity and Social network in an oral discussion

(Students' presentation and Discussion)

Meeting 12: **Language changes and its causes**
Students are able to generalize the concept of Language changes and its causes
Students are able to communicate critically the concepts relevant to

	Language changes and its causes in an oral discussion (Students' presentation and Discussion) **Meeting 13: Style, context and register** Students are able to generalize the concept of style, context dan register Students are able to communicate critically the concepts relevant to style, context dan register in an oral discussion (Students' presentation and Discussion) **Meeting 14: Research in sociolinguistics** Students are able to conduct research in the field of sociolinguistics (Students are aware of the processes and methods for doing research in the field of sociolinguistics) **Meeting 15: Research in sociolinguistics** Students are able to conduct research in the field of sociolinguistics (Students are aware of the processes and methods for doing research in the field of sociolinguistics) **Meeting 16:** Students are submitting the research
5	**Teaching methods** Lectures, discussions and team-based project
6	**Assessment methods** 1. Class Participation In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary readings, but they are also expected to interact with peers based on the topic of discussion. 2. Exercises As exercises for each unit are integrated, the students must complete the exercises, submit and discuss them. Score will be provided based on the answer key for the exercises. 3. Quiz Quiz enables students to identify gaps in knowledge or in other words to identify how well the students know the grammatical units. It is thus important for the students to take Quiz 1 along the semester. Score will be provided based on the answer key for the quizzes. 4. Middle Test This test may motivate the students to look through and revise previously learnt concepts in Semantics and Pragmatics. At such, taking exams motivates the students to look for study tips and improve their studying skills, while also helping them develop self-discipline and self-organization. It's well-known that these skills are priceless and will serve them for the rest of their days. Score will be provided based on the answer key for the test. 5. Team-based Project (Final Test) Through co-authorship in group essay, the students are able to improve their teamwork abilities and collaborative thinking. The group will work started from Week 7 and follow the

steps of composing the essay as stated in Task Guideline.

6. Progress Card
A progress card is a kind of self-assessment tools built on the level of difficulty of the subject contents. The students must tick off their progress after learning weekly. They must write what they find and feel while learning as well, such as whether the unit is difficult or not, and any challenging parts of learning. The students then consult the result with the teacher.

What follows is summary of the Assessment:

Assessment Task	Task Type	Due	Percentage
Class participation	Individual	Meetings 1-7 and meetings 9-15	5% (@meeting = 0,35%)
Group work 1 (Exercises in the units)	Group	Meetings 2, 3, 4, 5, and 9	5% (@meeting= 1%)
Group work 2 (Presentation)	Group	Meeting 2, 3, 4, 5, 6, 9, 10, 11, 12, 13	5% (@meeting = 0,5%)
Mid Test	Individual	Meeting 8	25%
Quiz	Individual	Meeting 7	10% (@meetings 2-6 = 2%)
Group work 3 (Team-based project essay)	Group	Meetings 9-15	20% (@meetings 9-15 = 2,85%)
Final Test	Group	Meeting 16	30%
		TOTAL	**100%**

7	**This module/course is used in the following study programme/s as well**
	N/A

8	**Teachers**
	Team teaching

9	**Resources**

Main:
1. Wardhaugh, Ronald. 2006. An Introduction to Sociolinguistics (5th ed.). Blackwell Publishing.
2. Holmes, Janet. 1992. An Introduction to Sociolinguistics. New York: Longman

Supplementary:
3. Eriksen, Thomas. 2002. Ethnicity and nationalism. London: Pluto Press
4. Errington, J.J. 1998. Shifting Languages: Interaction and Identity in Javanese Indonesia. United Kingdom: Cambridge University Press.
5. Fasold, R. 1984. Introduction to sociolinguistics: The sociolinguistics of society; England: Basil Blackwell Publisher Ltd.
6. Fasold, R. 1993. The Sociolinguistics of Society (5th edition). Oxford: Blackwell

Publishers.

7. Hoffman, C. 1991. An Introduction to Bilingualism. London: Longman.
8. Hudson, R.A., „Sociolinguistics". Cambridge Textbooks in Linguistics. Cambridge University Press.Cambridge,1996
9. Hymes, D. 1974. Foundations in sociolinguistics: an ethnographic approach.
10. Pensylvania. The University of Pensylvania Press.
11. Poplack, Snana. 1987. Contrasting Pattern of Code-Switching in tho communities. In E. Eande. Aspects of Multilinguals. p: 51-77. Proceeding from the Faith Nomadic Symposium of Bilinguals.
12. Saville-Troike, M. 2003. The Ethnography of Communication: An Introduction. John Wiley and Sons.

Appendices:
1. Assessment of Achieved Intended Learning Outcomes
2. Task Guidelines and Rubrics

Appendix 1. Assessment of Achieved Intended Learning Outcomes

Week	ILO	CLO	LLO	Indicator	Form of Assessment	Weight (%)	LLO Weight (%)
1	1,2,4	1,2	1	1	Class participation	0,35	0,35
2	1,2,4,5	1,2	1,2	2,3	Group work 1	1	
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	8,85
3	1,2,4,5	1,2	3,4	4,5	Group work 1	1	
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	8,85
4	1,2,4,5	1,2	5,6	6,7	Group work 1	1	
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	8,85
5	1,2,4,5	1,2	7,8	8,9	Group work 1	1	
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	8,85
6	1,2,4,5	1,2	9,10	10,11	Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	7,85

7	1,2,4,5	1,2	1-10		QUIZ 1		
					Class participation	0,35	0,35
8	1,2,4,5	1,2	1-10		Mid-term		
9	1,2,4,5,6,7	1,2, 3	11,12,13	12, 13	Group work 1	1	
					Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final test	5	9,7
10	1,2,4,5,6,7	1,2,3	14,15,16	14, 15	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	8,7
11	1,2,4,5,6,7	1,2,3	17,18,19	16, 17	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	8,7
12	1,2,4,5,6,7	1,2,3	20,21,22	18, 19	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	
							8,7
13	1,2,4,5,6,7	1,2,3	23,24,25	20, 21	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	8,7
14	1,2,4,5,6,7	1,2,3	11-25		Group work 3	2,85	
					Class participation	0,35	3,2
15	1,2,4,5,6,7	1,2,3	11-25	22	Group work 3	2,85	
					Class participation	0,35	
					Final test	5	8,2
16	1,2,4,5,6,7	1,2,3	11-25		Final Test		
							100

Appendix 2. Task Guidelines

	BRAWIJAYA UNIVERSITY **FACULTY OF CULTURAL STUDIES** **DEPARTMENT OF LANGUAGES AND LITERATURE** **STUDY PROGRAMME OF ENGLISH LITERATURE**
	STUDENT TASK GUIDELINE
COURSE:	**Sociolinguistics**
CODE:	SBI 61027 CU 3/Semester **1**
TEACHER	Team

TASK FORM:
Non-Tes

NAME OF TASK:
identifying one's linguistic repertoire

COURSE LEARNING OUTCOME:
To carry out an active discussion of the scope in sociolinguistics

DESCRIPTION
Student engagement in class is a vital feature of their education. Students learn to communicate in a way that others can understand when they speak out in class. They learn how to collect information to improve their own comprehension of a topic by asking questions. On the other hand, just as many adults find it difficult to speak in front of a large group, many students also find it difficult to speak up in class. Therefore, the students are encouraged to participate in written form on Google Classroom as well.

METHOD OF COMPLETION
1. Each meeting begins with a question from the teacher or the students. The student may give response to the unit to be discussed. When at home students do self-study and are expected not only to learn from the book used but also from other bibliography, either from books, journal articles, or certain websites. Thus, because students have diverse learning resources, there will definitely be different forms of material. This is what can be used for discussion at the beginning of each meeting.   2. After the unit and the exercises of the unit are discussed, students give responses such as stating difficulties when doing assignments or other possible answers.   3. Students conduct class interviews with their peers.   Students determine the student's language repertoire based on the context.   4. Students learn that special situations that encourage them to utilize different codes than in other situations.

OUTCOMES
a. Object: spoken and written report
b. Outcome: Tabulated report/presentation of interview results and discussion

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

Rubric:

	76-85	**66-75**
Level of Engagement in Class	Student proactively contributes to class by offering ideas and/or asks questions	Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time
Behaviour	Student almost never displays disruptive behaviour during class	Student occasionally displays disruptive behaviour during class
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.

Grading: Each student will obtain 0,35% every time they are actively involved in each meeting. Taken together, at the end of the semester, they will get 5%.

TIME
Meeting 4
OTHERS
REFERENCES
Chapter(LINGUISTIC PHENOMENA)

	BRAWIJAYA UNIVERSITY FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGES AND LITERATURE STUDY PROGRAMME OF ENGLISH LITERATURE
	STUDENT TASK GUIDELINE
COURSE:	**Sosiolinguistics**
CODE:	SBI 4234 CU 3/Semester **1**
TEACHER	Team

TASK FORM:

Non-Test

NAME OF TASK:

Song analysis " Now Tak Boleh" by Alvin Oon "

COURSE LEARNING OUTCOME:

To comprehend the basic concept of what dialect is and how it differs from standard language, understand the meaning of dialect and its characteristics,
and distinguish regional and social dialects

DESCRIPTION

The song analysis is carried out so that students are able to comprehend concept of what dialect is and how it differs from standard language, understand the meaning of dialect and its characteristics, and distinguish regional and social dialects

METHOD OF COMPLETION

1. Students conduct class interviews with their peers.
2. Students determine the student's language repertoire based on the circumstances.
3. Students realize that particular conditions will motivate them to utilize different codes than in other situations.

OUTCOMES

a. Object: Song Analysis
b. Outcome: the students and teacher conduct a discussion on the understanding of dialect concepts that have been obtained previously

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

The students analyse a song, interview their peers, working on project assignments in pairs.

Non-graded assessment.

TIME

Meeting 9

OTHERS

REFERENCES

	BRAWIJAYA UNIVERSITY FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGES AND LITERATURE STUDY PROGRAMME OF ENGLISH LITERATURE
	STUDENT TASK GUIDELINE

COURSE:	**Sosiolinguistics**	
CODE:	SBI 4234	CU 3/Semester **1**
TEACHER	Team	

TASK FORM:

Non Tes

NAME OF TASK:

Analysis in the form of presentation of a linguistic landscape project on a street vendor banner related to multilingualism

COURSE LEARNING OUTCOME:

 To carry out an active discussion

DESCRIPTION

Presentation skill is extremely useful both in and outside the classroom. After completing a project, a presentation is a channel for students to share with others what they have learned. It is also a chance to challenge and expand on their understanding of the topic by having others ask questions.

METHOD OF COMPLETION

1. Students work in pairs
2. Students find out what phenomena they find on the banner
3. Students need to learn multilingualism in society

OUTCOMES

 a. Object: spoken report

 b. Outcome: discussion

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

Rubric:

PRESENCE   **5 4 3 2 1 0**
  -body language & eye contact
  -contact with the public
  -poise
  -physical organization

LANGUAGE SKILLS   **5 4 3 2 1 0**
  -correct usage
  -appropriate vocabulary and grammar
  -understandable (rhythm, intonation, accent)
  -spoken loud enough to hear easily

ORGANIZATION   **5 4 3 2 1 0**
  -clear objectives

-logical structure -signposting		

MASTERY OF THE SUBJECT
    -pertinence
    -depth of commentary
    -spoken, not read
    -able to answer questions
	5 4 3 2 1 0	

VISUAL AIDS
    -transparencies, slides
    -handouts
    -audio, video, etc.
	5 4 3 2 1 0	

	TOTAL SCORE _____ x 4	
Grading: Each group will obtain 5% (@meeting = 0,5%)		

TIME
Meeting 5

OTHERS

REFERENCES
Chapter 3 (LANGUAGE VARIETY: BILINGUALISM, MULTILINGUALISM)