

# 892-314 Sociolinguistics

## Course Syllabus

### Instructor

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Office Hours: Monday & Thursday, 1-4pm

### Course objectives

After completing the course, you should be able to:

- Explain how English varies in different contexts and what social factors underlie such variation.
- Explain how colonization and decolonization affected the status of English across the world.
- Analyse the roles played by English and other languages in different contexts.
- Critically evaluate ideologies and debates surrounding English in different contexts.

### Course contents

Week	Unit	Contents	Reading*
1	<b>Course introduction</b>	<i>What is sociolinguistics?</i>	Holmes, pp. 1-18
2	<b>History of English</b>	<ul style="list-style-type: none"><li>• <i>Historical change in English</i></li><li>• <i>Relationships to other languages</i></li></ul>	Mullany & Stockwell (pp. 30-35 & 91-94)
3	<b>Geographic variation in modern English</b>	<i>Modern-day variation in English-speaking nations: UK, USA, Canada, Australia, New Zealand</i>	British Library Website ( <a href="https://www.bl.uk/british-accent-and-dialects">https://www.bl.uk/british-accent-and-dialects</a> )
4			Jenkins, pp. 6-10, 69-73
5	<b>Multilingualism in the Anglophone world</b>	<i>Relationship between English and other languages in English-speaking nations</i>	Holmes, pp. 53-75

6	Quiz 1 (Week 1-5)		
7	<b>Social variation in modern English</b>	<ul style="list-style-type: none"> <li>• <i>Language and social class</i></li> <li>• <i>Language and ethnicity (race)</i></li> </ul>	Kerswill
8		<ul style="list-style-type: none"> <li>• <i>Language, gender and sexuality</i></li> </ul>	Coates
Midterm break (no class)			
9	<b>Postcolonial Englishes: features and status</b>	<ul style="list-style-type: none"> <li>• <i>English in former British and American colonies</i></li> </ul>	Jenkins, pp. 2-16
10		<ul style="list-style-type: none"> <li>• <i>Social and linguistic status of "new Englishes"</i></li> </ul>	Jenkins, pp. 27-35
11	Quiz 2 (Week 6-10)		
12	<b>Multilingualism in postcolonial societies</b>	<ul style="list-style-type: none"> <li>• <i>Development of contact varieties (pidgins and creoles)</i></li> </ul>	Holmes, pp. 34-46
13		<ul style="list-style-type: none"> <li>• <i>Politics of language choice in multilingual societies</i></li> </ul>	Jenkins, pp. 35-41
14	<b>English as a global language</b>	<ul style="list-style-type: none"> <li>• <i>Use of English in intercultural communication (lingua franca)</i></li> </ul>	Jenkins, pp. 41-45
15		<ul style="list-style-type: none"> <li>• <i>Questioning the 'native speaker'</i></li> </ul>	Jenkins, pp. 190-197
16	Quiz 3 (Week 12-15)		

\* - All readings provided on LMS.

### Student obligations and assessment

<b>Completion of class activities</b> <i>Complete tasks assigned during live or on-demand classes (e.g. participate in discussions, answer written questions, etc.)</i>	10%
<b>Tutorials and assignments (5% each)</b> <i>Tasks to be completed and submitted online -or- discussed in a tutorial with the lecturer.</i>	45%

<b>Three online quizzes (15% each)</b> <i>Replacing regular exams, we will have three quizzes during the semester.</i>	45%
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### Grading criteria

	<b>%</b>	<b>Exams</b>	<b>Assignments</b>	<b>Participation</b>
A	87.5%	The student performs exceptionally well both when relating knowledge and when asked to apply it, with practically no flaws.	The assignment is exceptional in the sense that it examines all sides of an issue, including more complex ones, with high quality.	The student attends class regularly and is a valuable, critical contributor to in-class discussions.
B+	80%	The student demonstrates very good command of relevant areas as well as ability to apply knowledge, with minimal errors.	The assignment is very good and provides evidence of significant investment, including some examination of more complex issues.	The student attends class regularly and contributes to in-class discussions, in some cases on their own initiative.
B	73%	The student demonstrates good command of most relevant areas, though errors appear in relation to more advanced tasks.	The assignment is good and demonstrates that the student has invested time in it, even if it avoids examining advanced topics.	The student attends class regularly and contributes relevant points discussions when called upon.
C+	66.5%	The student demonstrates average command of relevant knowledge, with significant flaws in some areas.	The assignment demonstrates sufficient investment but is largely superficial and exhibits flaws in some areas.	The student generally attends class and sometimes contributes relevant points to the discussion when called upon.
C	61%	The student demonstrates below average command of relevant knowledge, with flaws present in several areas.	The assignment demonstrates below average quality and investment and is flawed in different areas.	The student generally attends class but rarely contributes relevant points, including when called upon.
D+	55.5%	The student demonstrates poor command of relevant knowledge with serious flaws in several areas.	The assignment demonstrates poor quality, insufficient investment and contains serious flaws in key areas.	The student often misses class and rarely contributes.
D	50%	The student only demonstrates sufficient knowledge to avoid failing the exam.	The assignment only demonstrates sufficient investment and quality to avoid being failed.	The student often misses class and never contributes.
E	0-49%	The student demonstrates little or no relevant knowledge.	The assignment is completely insufficient or was not handed in.	The student skips class or arrives late almost constantly.

## **List of references**

Holmes, J. (2013). *An Introduction to Sociolinguistics*. London: Routledge.

Jenkins, J. (2015). *Global Englishes: A resource book for students*. London: Routledge.

Llamas, C., Mullany, L., Stockwell, P. (2006). *The Routledge Companion to Sociolinguistics*. Abingdon: Routledge.

Mullany, L., & Stockwell, P. (2010). *Introducing English Language: a resource book for students*. London: Routledge.