University of the
West of England

BRISTOL

MODULE SPECIFICATION

Guidance is given in the template in red. Please write the details for your module over the guidance notes and delete the red text.

Part 1: Information			
Module Title	Studying Speech Communities		
Module Code	UPNQ4N-30-2	Level	2
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	ACE	Field	English Language & Linguistics
Department	ACI		
Contributes towards	BA (Hons.) English Language & Linguistics		
Module type:	*Standard*		
Pre-requisites	*None*		
Excluded Combinations	*None*		
Co- requisites	*None*		
Module Entry requirements	*N/a*		

Part 2: Description

This module gives students the opportunity to consider how language operates within social settings, and how language use is influenced by factors including age, sex and social class. Students will develop an appreciation of sociolinguistic theory, explore how linguistic variation can be measured and gain skills in conducting empirical investigations

Syllabus:
Teaching Block 1

- Variationist sociolinguistics

- Sociolinguistic Variables and Variants

- Regional, Social and stylistic variation

- Change from above and below

Teaching Block 2

- Phonological theory

- Formant measurements

- Sociophonetics

- Chain-shifting
- Data collection

Data analysis techniques

Part 3: Assessment

- In the first teaching block, students are sensitised to the social variables which govern (or at the very least: influence) linguistic behaviour. They are exposed to relevant recent research in the field and given the opportunity to conduct small-scale surveys as a means of preparing them for larger data collection in TB2. Students will sit a 90 minute exam in which they will be expected to analyse relevant data using theories introduced in the module.

In TB2, students will (as part of a group) carry out sociolinguistic interviews, transcription, data collation and data thinning processes. This will then be used as the basis (along with other groups' data) to answer a research question about the speech community in question.

Identify final timetabled piece of assessment (component and element)	*Component B2*	
% weighting between components A and B (Standard modules only)	**A:** **40%**	**B**: **60%**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 90-minute exam	*100%*

Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Contribution to research data	20%
2. 2,000 word assignment	80%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 90-minute exam	**100%**

Component B **Description of each element**	**Element weighting** **(as % of component)**
1. 2,000 word assignment	**100%**

Part 4: Teaching and Learning Methods	

Learning Outcomes	On successful completion of this module students will be able to:
	- **Demonstrate an appreciation for and an understanding of the speech communities they belong to, including Bristol. (Components A & B)** - **Demonstrate knowledge of the key concepts of sociolinguistics, including the nature of sociolinguistic data and data collection techniques and the ability to collect and analyse data (Components A & B)** - **Analyse and interpret linguistic data relating to sociolinguistic variable (e.g. age, sex, social class) (Components A & B)** - **Recognise the most important features of a well-designed research investigation (Components A & B)** - **Design and conduct their own research studies (Component B)** - **Present clearly the results of empirical investigations (Component B)** - **Demonstrate a knowledge of the key linguistic features which vary across**

	speech communities (Components A & B) • **Demonstrate practical computing skills useful in the analysis of linguistic data (Component B)**
Key Information Sets Information (KIS)	*Further detail on Key Information Sets and how the University is implementing its requirements can be found here. This also contains further guidance on how to complete the information requested below.* *A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.*

Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.

Key Information Set - Module data

Number of credits for this module | 30 |

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	80	220	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a;

Written Exam: Unseen or open book written exam
Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Please note that this is the total of various types of assessment and will probably not reflect the component and module weightings in the Assessment section of this module description: Note also that, if students must complete, e.g. a piece of coursework in order to pass the module, it should be included *even if it will not count towards the final assessment*

Double click in the table and type over the percentages – the table will total automatically. Please ensure that it amounts to 100%

Total assessment of the module:

Written exam assessment percentage	40%
Coursework assessment percentage	60%
Practical exam assessment percentage	0%
	100%

Reading List	Meyerhoff, Miriam 2011 *Introducing Sociolinguistics* 2nd. Edition. Abingdon: Routledge. Holmes, Janet 2008 *An Introduction to Sociolinguistics*. 3rd. Edition. Harlow: Longman.

Hughes, Arthur, Peter Trudgill and Dominic Watts 2012 *English Accents and Dialects. An Introduction to Social and Regional Varieties of English in the British Isles.* 5th. Edition. Croydon: Hodder Education.

Johnson, K. (2012) Acoustic and Auditory Phonetics. Oxford: Wiley

Bennett, J. 2012 'And what comes out may be a kind of screeching': The stylisation of *chavspeak* in contemporary Britain. *Journal of Sociolinguistics* 16/1: 5-27.

Cheshire, J., P. Kerswill, S. Fox & E. Torgersen 2011 <u>Contact, the feature pool and the speech community: The emergence of Multicultural London English</u> *Journal of Sociolinguistics* 15/2: 151-196.

Coupland, N. & H. Bishop 2007 Ideologised values for British accents. *Journal of Sociolinguistics.* 11/1: 74-93.

Dailey-O'Cain, J. 2000 The sociolinguistic distribution of and attitudes toward focuser *like* and quotative *like. Journal of Sociolinguistics* 4/1: 60-80.

Erman, B. 2001 Pragmatic markers revisited with a focus on *you know* in adult and adolescent talk. *Journal of Pragmatics* 33: 1337-1359.

Macaulay, R. 2002 You know, it depends. *Journal of Pragmatics* 34: 749-767.

McMahon, A. (2002). An Introduction to English Phonology. Edinburgh: Edinburgh University Press.

McMahon, A. (1994) Understanding language change. Cambridge: CUP

Miskovic-Lukovic, M. 2009 *Is there a chance that I might kinda sort of take you to dinner?*: The role of the pragmatic particles *kind of* and *sort of* in utterance interpretation. *Journal of Pragmatics* 41: 602-625.

Tagliamonte, S. and D'Arcy, A. 2004 *He's like, she's like*: The quotative system in Canadian youth. *Journal of Sociolinguistics* 8/4: 493-514.

Tagliamonte, S. 2005 So who? Like how? Just what? Discourse markers in the conversations of Young Canadians**.** *Journal of Pragmatics* 37 :1896–1915

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First CAP Approval Date	*01/06/2012*			
Revision CAP Approval Date *Update this row each time a change goes to CAP*	01/02/2017	Version	2	*Link to RIA 12136*