



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sociolinguistics and Fieldwork				
Module Code	UPNQ4K-30-1	Level	1	Version	1
Owning Faculty	ACE	Field	Linguistics		
Contributes towards	BA (Hons) English Language and Linguistics				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	N/a		Module Entry requirements	N/a	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	1 st June 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • 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 A1 and B) • Demonstrate knowledge of the key concepts of linguistic fieldwork and morphology, including the ability to collect and analyse data (component A2) • Use precisely descriptive terminology (components A1, A2 and B) • Demonstrate critical skills in the interpretation of data in relation to the concepts and theories discussed (components A1, A2 and B) • Demonstrate the ability to carry out a morphological analysis of language data (component A2) • Demonstrate the ability to present clearly the results of empirical studies (component A1) • Demonstrate the ability to write a report on the results of an analysis (components A1 and B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • An understanding of the ethical considerations of collecting data • The ability to work both independently and as a member of a group

	<ul style="list-style-type: none"> • An understanding of technical issues involved in the collection of reliable data • An understanding of how the skills learnt in this module can lead to future employment
Syllabus Outline	<p>Teaching block 1:</p> <ul style="list-style-type: none"> • Variationist and interactional sociolinguistics • Sociolinguistic variables and variants • Regional, social and stylistic variation and their importance for the study of language change in progress • Attitudes to varieties and techniques to study attitudes • Data collection techniques • Introduction to bilingualism and multilingualism, politeness, language and gender • Analysing spoken interaction • The work of sociolinguists outside of academia <p>Teaching block 2:</p> <ul style="list-style-type: none"> • Words and morphemes • Word formation rules • Inflection and derivation • Grammatical categories • Allomorphy • Morphological typology • Linguistic fieldwork: data collection and analysis • Practical collection and analysis of morphological data • Using fieldwork and data collection in the workplace
Contact Hours/Scheduled Hours	<p>72 contact hours allocated as follows:</p> <p>Teaching blocks 1 and 2: Weekly lecture and seminar, plus workshop involving as appropriate:</p> <ul style="list-style-type: none"> • Pair and groupwork • Fieldwork • Analysis of fieldwork data • Whole class discussion • Feedforward and feedback through personal tutorial times • Question and answer sessions • Student presentations • Discussion via email and virtual learning environments
Teaching and Learning Methods	<p>Scheduled learning: Weekly lectures will present information and outline current debates in the field, and may also be used interactively depending on the content being delivered. Weekly seminars will provide an environment for the students to broaden their grasp of these areas through exercises and analyses, including collaborative work. The workshop space will be used flexibly depending on content being covered and perceived student need and may include any of the learning opportunities outlined in the above section.</p> <p>Independent learning: This will include hours engaged with essential reading, fieldwork preparation and exercises in preparation for seminars and assessed work. Independent work will also be oriented towards assignment preparation and completion.</p>

Reading Strategy*	<p>Essential reading: Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module handbooks will also reflect the range of reading to be carried out.</p> <p>Further reading: Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.</p> <p>Access and Skills: Formal opportunities for students to develop their library and information skills are provided within the induction period and the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on findings books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>
Indicative Reading List	<p>Indicative Reading List: The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Holmes, J. (2001) <i>An Introduction to Sociolinguistics</i> (2nd edition) Harlow: Longman. Lieber, R. (2010) <i>Introducing Morphology</i> Cambridge University Press. Meyerhoff, M. (2006) <i>Introducing Sociolinguistics</i> London: Routledge. Sakel, J. & D. Everett (2012) <i>Linguistic Fieldwork</i> Cambridge: Cambridge University Press. Tagliamonte, S. (2006) <i>Analysing Sociolinguistic Variation</i> Cambridge: Cambridge University Press.</p>

*Please note that this is currently under review and new guidance may be issued in 2012

Part 3: Assessment	
Assessment Strategy	<p>Based on a short sociolinguistic field study, which is carried out over the first five weeks of the teaching block, students are asked to present their findings in a group presentation. Students have to write a short report of a few paragraphs on how each member of the group contributed to the presentation, and individual marks will be allocated with respect to this report, which is to be handed in at the time of the presentation. (Component A, element 1)</p> <p>Feedback from this assessment will guide the students in setting up the second task, this time each student works individually, which is to carry out another sociolinguistic study, transcribe the findings and report on the results (500 words). (Component B). For this task the lecturer will offer feed-forward sessions around week 10 of the term.</p> <p>The different modes of assessment in TB1 (components A1 and B) aim to help students work collaboratively as well as independently, developing their skills in collecting and analysing empirical data, and applying the knowledge they are gaining. Formative assessment is available through a practice essay early in the course, and through interactions with the tutor in workshop, feed-forward and feedback sessions. Spreading the assessment over the term in two separate elements is expected to heighten motivation and engage students in both practical and written work from the start of the course.</p> <p>The experience with sociolinguistic fieldwork and the feedback on their studies will prepare students for the second teaching block, which will focus</p>

	<p>on linguistic fieldwork from a morphological perspective. Towards the end of TB2, students are given the opportunity to receive formative feedback on their morphological fieldwork by submitting an analysis of morphological forms together with a report of up to 500 words outlining their methods.</p> <p>A 2 hour exam will be held at the end of the teaching block, consisting of three parts: Part A will be about short answers on fieldwork, including using fieldwork and data collection in the workplace, Part B will be short answers on morphology, for example morphological terminology, and Part C will be a practical analysis of morphological data (Component A2)</p>
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Identify final assessment component and element	Component A2	
% weighting between components A and B (Standard modules only)	A:	B:
	60%	40%

First Sit	
Component A (controlled conditions)	Element weighting
Description of each element	(as % of component)
1. A 15 minute group presentation in seminars on the results of short sociolinguistic fieldwork. (TB1)	20%
2. A two-hour exam on morphology and fieldwork (TB2)	80%
Component B	
Description of each element	Element weighting
(as % of component)	
1. A sociolinguistic study with transcription and a report on the findings (1000 words) (TB1)	100%
2.	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting
Description of each element	(as % of component)
1. A report on the results of short sociolinguistic fieldwork (500 words) (TB1)	20%
2. A two-hour exam on morphology and fieldwork (TB2)	80%
Component B	
Description of each element	Element weighting
(as % of component)	
1. A sociolinguistic study with transcription and a report on the findings (1000 words) (TB1)	100%
2.	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	