

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	of Letters
1.3 Department	Department of Theoretical and Applied Linguistics
1.4 Field of study ¹⁾	Master
1.5 Study level ²⁾	Master
1.6 Study programme/Qualification	Culture and discourse in the Anglo-American space (IFR)

2. Data about the course

2.1 Name of course	New Trends in Sociolinguistic Analysis							
2.2 Course convenor	Conf. dr. Gabriela Cusen							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	DS
							Attendance type ⁴⁾	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					14
Additional documentation in libraries, specialized electronic platforms, and field research					46
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					20
Tutorial					2
Examinations					2
Other activities					2
3.7 Total number of hours of student activity		86			
3.8 Total number per semester		100			
3.9 Number of credits ⁵⁾		4			

4. Prerequisites (if applicable)

4.1 curriculum-related	• Concepts of theoretical linguistics; concepts of sociolinguistics
4.2 competences-related	• Understanding of current sociolinguistic concepts; abstract and critical thinking

5. Conditions (if applicable)

5.1 for course development	• -
5.2 for seminar/ laboratory/ project development	• Classroom with video projector

6. Specific competences and learning outcomes

Professional competences	<p>a) Cognitive competences - understanding the evolution of the Anglo-American language, literature and culture, as well as the identity elements of the Anglo-American space</p> <p>Cp2. knowledge of the typology of the English language and the Anglo-American linguistic diasystem</p> <p>Cp3. knowledge of the most important and most recent models and trends in English language research</p> <p>L02. The graduate solves various professional situations that require knowledge of the Anglo-American linguistic diasystem.</p> <p>L03. The graduate integrates modern English language research models and trends in various professional situations.</p> <p>b) Application-practical skills - the ability to identify and use sources of information needed to solve new problems</p> <p>Cp4. knowledge of techniques for analyzing various linguistic and literary structures</p> <p>Cp5. knowledge of current strategies and techniques of designing scientific research in the linguistic, literary and cultural fields</p> <p>L04. The graduate integrates and pertinently applies the analysis of linguistic and/or literary structures in diverse professional situations.</p> <p>L05. The graduate is able to develop scientific research in the field, applying appropriate and modern methods and methodologies.</p> <p>c) Communication and interpersonal skills - the ability to communicate effectively in English</p> <p>Cp6. diversified and in-depth knowledge of communication modes and styles</p> <p>Cp7. knowledge of the requirements of team work</p> <p>L06. The graduate is able to use a variety of modes and styles of communication appropriate to specific situations.</p> <p>L07. The graduate is able to adapt effectively to the conditions of working in professional teams.</p>
Transversal competences	<p>Ct1. knowledge of communication and cooperation strategies in professional and/or intercultural contexts</p> <p>L.O.1. The graduate is able to communicate ideas, values, attitudes in English effectively and appropriately in different contexts.</p> <p>Ct2. know how to apply acquired knowledge in different professional and research situations</p> <p>L.O.2. The graduate is able to organize his/her professional and research work effectively and creatively.</p>

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	definition of concepts, identification and exemplification of language specific to sociolinguistics, knowledge of methods of analysis specific to the interdisciplinary study of the humanities.
7.2 Specific objectives	developing specific and interdisciplinary projects for sociolinguistics using modern methods and principles.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. William Labov and sociolinguistics.	exposure in ID technology	2	
2. Linguistics and sociolinguistics.	exposure in ID technology	2	
3. English language - lingua franca	exposure in ID technology	2	
4. English - international language	exposure in ID technology	2	
5. Globalization: Commodification of language and linguistic identity	exposure in ID technology	2	
6. Language policy and language planning	exposure in ID technology	2	
7. Political correctness: culture and language	exposure in ID technology	2	

<p>Bibliography</p> <p>Andor, J. 2004. The Master and His Performance: An Interview with Noam Chomsky. <i>Intercultural Pragmatics</i> 1: 93-112.</p> <p>Bauman, Z. 1997. <i>Postmodernity and its Discontents</i>. London: Routledge.</p> <p>Bender, M. 1999. Visibility and self-critique in Eastern Cherokee language education. Paper presented at the 98th Conference of the American Anthropological Association, Chicago, Illinois.</p> <p>Biber, D. 1995. <i>Dimensions of Register Variation</i>. Cambridge: Cambridge University Press.</p> <p>Giddens, A. 1999. <i>Runaway World: How Globalisation is Reshaping our Lives</i>. London: Profile Books.</p> <p>Gordon, M. J. 2006. Interview with William Labov. <i>Journal of English Linguistics</i>, 34/4, pp. 332-351</p> <p>Graddol, D. 1997. <i>The Future of English?</i> London: British Council.</p> <p>Gramkow Andersen, K. 1993. <i>Lingua franca discourse: An investigation of the use of English in an international business context</i>. MA thesis. Denmark: Aalborg University.</p> <p>Labov, W 1972. <i>Sociolinguistic Patterns</i>. Philadelphia: University of Pennsylvania Press.</p> <p>Labov, W 1982. Objectivity and Commitment in Linguistic Science. <i>Language in Society</i> 11: 165-201.</p> <p>Labov, W. 1994. <i>Principles of Linguistic Change, Vol. 1: Internal factors</i>. Oxford: Blackwell.</p> <p>Labov, W.. 2001. <i>Principles of Linguistic Change, Vol. 2: Social factors</i>. Oxford: Blackwell.</p> <p>Labov, W. 2006. <i>The Binding Force in Segmental Phonology</i>. Paper Given at the Annual Meeting of the Linguistic Society of America, Albuquerque, NM, January.</p> <p>Labov, W. and Ash, S. 1997. Understanding Birmingham. In Bernstein, C., Nunnally, T. and Sabino, R. (eds.), <i>Language Variety in the South Revisited</i>. Tuscaloosa: University of Alabama Press, pp. 508-73</p> <p>Teaching material in ID technology: Gabriela Cusen- Noi Tendinte in Analiza Sociolingvistica curs pentru anul I, sem. I, format electronic</p>			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
William Labov and sociolinguistics; Linguistics and sociolinguistics; English language - lingua franca; English language - international language	alternating exposure with interactive method	3	topic in the subject calendar
Globalization: the commodification of language and linguistic identity; Language policy and language planning; Political correctness: culture and language	alternating exposure with interactive method	4	topic in the subject calendar
<p>Bibliography</p> <p>Labov, W 1972. <i>Sociolinguistic Patterns</i>. Philadelphia: University of Pennsylvania Press.</p> <p>Labov, W 1982. Objectivity and Commitment in Linguistic Science. <i>Language in Society</i> 11: 165-201.</p> <p>Labov, W. 1994. <i>Principles of Linguistic Change, Vol. 1: Internal factors</i>. Oxford: Blackwell.</p> <p>Labov, W.. 2001. <i>Principles of Linguistic Change, Vol. 2: Social factors</i>. Oxford: Blackwell.</p> <p>Labov, W. 2006. <i>The Binding Force in Segmental Phonology</i>. Paper Given at the Annual Meeting of the Linguistic Society of America, Albuquerque, NM, January.</p> <p>Labov, W. and Ash, S. 1997. Understanding Birmingham. In Bernstein, C., Nunnally, T. and Sabino, R. (eds.), <i>Language Variety in the South Revisited</i>. Tuscaloosa: University of Alabama Press, pp. 508-73</p> <p>Teaching material in ID technology: Gabriela Cusen - Noi Tendinte in Analiza Sociolingvistica curs pentru anul I, sem. I, format electronic</p>			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The students will acquire: a) the knowledge necessary to constitute a didactic-pedagogical discourse appropriate to the teaching of English, in the case of orientation towards a teaching career; b) the skills necessary to understand and use research methods in the humanities, in the case of orientation towards doctoral studies.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	framing, logical argumentation, use of subject-specific metalanguage, writing, originality	Written exam	50%
10.5 Seminar/ laboratory/ project	framing, logical argumentation, use of subject-specific metalanguage, writing, originality	Written exam	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Elaboration of a complex, lexically and syntactically rich, logically and precisely articulated written discourse on a sociolinguistic topic. 			

This course outline was certified in the Department Board meeting on 23/09/2024 and approved in the Faculty Board meeting on 23/09/2024.

Conf. dr. Adrian LĂCĂTUȘ, Dean	Prof. dr. Răzvan SĂFTOIU, Head of Department
Conf. dr. Gabriela CUSEN, Course holder	Conf. dr. Gabriela CUSEN, Holder of seminar/ laboratory/ project

Note:

- 1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
- 2) Study level – choose from among: Bachelor / Master / Doctorat;
- 3) Course status (content) – for the Bachelor level, select one of the following options: **FC** (fundamental course) / **DC** (course in the study domain)/ **SC** (speciality course)/ **CC** (complementary course); for the Master level, select one of the following options: **PC** (proficiency course)/ **SC** (synthesis course)/ **AC** (advanced course);
- 4) Course status (attendance type) – select one of the following options: **CPC** (compulsory course)/ **EC** (elective course)/ **NCPC** (non-compulsory course);
- 5) One credit is the equivalent of 25 study hours (teaching activities and individual study).