

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study ¹⁾	Master
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

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	conf. dr. Gabriela Cusen							
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E1	2.7 Course status	Content ³⁾	SC
							Attendance type ⁴⁾	CPC

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

3.1 Number of hours per week	3	out of which: 3.2 lecture	2	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					44
Additional documentation in libraries, specialized electronic platforms, and field research					44
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					45
Tutorial					2
Examinations					2
Other activities.....					2
3.7 Total number of hours of student activity	108				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	6				

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	• Knowledge of sociolinguistic concepts

5. Conditions (if applicable)

5.1 for course development	• Audio-video equipment and internet connection
5.2 for seminar/ laboratory/ project development	• Audio-video equipment and internet connection

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.</p> <p>L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.</p> <p>L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.</p> <p>L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.</p> <p>L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.</p>
	<p>CT1. Research-related and metacognitive competencies</p> <p>L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.</p> <p>L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.</p> <p>L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.</p>

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

7.1 General course objective	•
7.2 Specific objectives	•

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
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1. William Labov and sociolinguistics (1)	Interactive lecture	2	
2. William Labov and sociolinguistics (2)	Interactive lecture	2	
3. Linguistics and sociolinguistics (1)	Interactive lecture	2	
4. Linguistics and sociolinguistics (2)	Interactive lecture	2	
5. English as a lingua franca (1)	Interactive lecture	2	
6. English as a lingua franca (2)	Interactive lecture	2	
7. Global Englishes (1)	Interactive lecture	2	
8. Global Englishes (2)	Interactive lecture	2	
9. Commodification of language and identity (1)	Interactive lecture	2	
10. Commodification of language and identity (2)	Interactive lecture	2	
11. Linguistics policies and planning (1)	Interactive lecture	2	
12. Linguistics policies and planning (2)	Interactive lecture	2	
13. Political correctness: Language and culture (1)	Interactive lecture	2	
14. Political correctness: Language and culture (2)	Interactive lecture	2	

Bibliography

Duchene, A. and Heller, M. (2011) Language in Late Capitalism. New York: Routledge

Fairclough, N. (2002) Language in new capitalism. Discourse and Society, vol. 13 (2), pp. 163-166

Gee, J. (2011) Social Linguistics and Literacies. New York: Routledge

Guiora, A. Z. (2005). The language sciences – The challenges ahead. A Farewell address. Language Learning, 55:2, pp. 183-189

Harrison, G. (2007) Language as a problem, a right or a resource? A study of how bilingual practitioners see language policy being enacted in social work. Journal of Social Work, 7 (1), pp. 71-92

Holmes, J. (2008) An Introduction to Sociolinguistics. London: Pearson Education

McCrum, R. (2010) Globish: How the English Language Became the World's Language. London: Penguin Books

Wardaugh, R. (2006). An Introduction to Sociolinguistics. 5th edition. London: Blackwell

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. William Labov: the sociolinguist	Pair and team-work	2	
2. Language sciences: the future	Pair and team-work	2	
3. Linguistic discrimination	Pair and team-work	2	
4. World Englishes: various approaches	Pair and team-work	2	
5. Language in the new capitalism (Fairclough, 2002)	Pair and team-work	2	
6. Language: an issue, a right, or a resource	Pair and team-work	2	
7. Discourse and manipulation	Pair and team-work	2	

Bibliography

Labov, W. (1997) How I got into linguistics, and what I got out of it. University of Pennsylvania Press

Guiora, A. Z. (2005). The language sciences – The challenges ahead. A Farewell address. Language Learning, 55:2, pp. 183-189

Sik Hung Ng (2007) Language-based discrimination: Blatant and subtle forms. Journal of Language and Social Psychology, vol. 26, NO.2, pp. 106-122

Bolton, K. (2005) Where WE stands: approaches, issues and debate in world Englishes. World Englishes, vol. 24, No.1, pp. 69-83

Fairclough, N. (2002) Language in new capitalism. Discourse and Society, vol. 13 (2), pp. 163-166

Harrison, G. (2007) Language as a problem, a right or a resource? A study of how bilingual practitioners see language

policy being enacted in social work. *Journal of Social Work*, 7 (1), pp. 71-92
 van Dijk, T.A. (2006) Discourse and manipulation. *Discourse and Society*, vol 17 (3), pp. 359-383

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

The content of the course and the seminar provides the necessary knowledge for further studies in the field (doctorate) or for employment in areas such as: education, public relations, human resources, etc.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Attendance and participation in debates of various topics	E1	25%
10.5 Seminar/ laboratory/ project	Attendance and assigned seminar work	Mark out of 10	25%
	Research report	Mark out of 10	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Conduct of research and writing of research report 			

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

Assoc. Prof. Adrian Lăcătuș, Dean	Prof. Răzvan Saftoiu, Head of Department
Assoc. Prof. Gabriela Cusen, Course holder	Assoc. Prof. 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).