

Module/Course Handbook

Language in Society					
Module/Course Title	Student Workload	Credits (ECTS)	Semester	Frequency	Duration
LiS	680 minutes x 15 /60 minutes =170 hours	4 x 1.59= 6.36 ECTS	Even semester	4 CU x 15 = 60	15 meetings
1	Types of courses a) Seminar b) Conference	Contact hours 4 x 110 minutes= 440	Independent study 4 x 60 minutes = 240 minutes	Class size 21 students	
2	Prerequisites for participation (if applicable) Pass the module of Introduction to Linguistics				
3	Learning outcomes (PLO+CLO) PLO <ol style="list-style-type: none"> 1. Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. (PLO 1). 2. Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. (PLO 3). 3. Being able to create sound academic or non-academic works both oral and written for various audiences and purposes. (PLO 6). 4. Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. (PLO 7) 5. Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement (PLO 8). CLO: <ol style="list-style-type: none"> 1. Being able to define the concepts/theories supported with language phenomena 2. Being able to connect between concepts/theories and language phenomena in society 3. Being able to write and present basic concepts related to linguistic phenomena in society 4. Being able to write a paper on the preferred topic related to linguistic phenomena in society 5. Being able to write a paper of 6.000-7.000 on the preferred topic related to linguistic phenomena in society following IMRAD patterns. 				
4					

#MEET	MATERIALS/TOPIC
1	<ul style="list-style-type: none"> • What do sociolinguists study? • Fundamental of Sociolinguistics
	<ul style="list-style-type: none"> • Code mixing • Code switching
2	<ul style="list-style-type: none"> • Social factors • Social dimension • Social distance
	<ul style="list-style-type: none"> • Status scale • Formality scale • Referential and affective scales
3	<ul style="list-style-type: none"> • Regional dialects • Social variation • Social dialects
	<ul style="list-style-type: none"> • Children's language use in bilingual/multilingual community
4	<ul style="list-style-type: none"> • Multilingual community • Language domain
	<ul style="list-style-type: none"> • Bilingual and bilingualism
5	<ul style="list-style-type: none"> • Language variation • Language change
	<ul style="list-style-type: none"> • Language attitudes • National language
6	<ul style="list-style-type: none"> • Vernacular Language • Standard language
	<ul style="list-style-type: none"> • Lingua Franca • Pidgins and Creoles
7	Language contact: <ul style="list-style-type: none"> • in Prehistory of English Language, • in The Old English Period
	Language contact: <ul style="list-style-type: none"> • in Middle English, • in Early Modern English • in Present Day
8	<ul style="list-style-type: none"> • Language maintenance • Language shift
	<ul style="list-style-type: none"> • Language and mixed marriage family
9	<ul style="list-style-type: none"> • Language and sex • Language and age • Language and gender
	<ul style="list-style-type: none"> • Language and politeness • Solidarity
10	<ul style="list-style-type: none"> • Style • Context

		<ul style="list-style-type: none"> • Register • Context, Style, and class • Accommodation theory
	11	<ul style="list-style-type: none"> • Language, cognition and culture • Attitudes and applications • Language and youth • Youth and language style
	12	<ul style="list-style-type: none"> • Borrowing versus Interference through shift • Genetic Relationship and the products of contact-induced language change • Language planning
	13	<ul style="list-style-type: none"> • Regional variation and identity in Sunderland • Language shift with normal transmission • Shift without normal transmission: Abrupt creolization
	14	<ul style="list-style-type: none"> • Children's language in a bilingual community • Bilingual and diglossia
	15	Review
5	Teaching methods Presentation, small group discussion, question-answer, and assignment	
6	Assessment methods <ol style="list-style-type: none"> 1) Quiz: By writing short essay based on language phenomena found in society; assessed through writing quiz rubric (PLO & CLO 1) 2) Mid-term test: By writing essay based on language phenomena found in society; assessed through writing essay rubric (PLO & CLO 3) 3) Assignment: By writing ppt on the chosen topic and presenting before the class; assessed through presentation rubrics (PLO & CLO 6) 4) Final-test: By writing a paper on the preferred topic related to linguistic phenomena in society; assessed through paper rubrics (PLO & CLO 7) By writing a paper of 6.000-7.000 on the preferred topic related to linguistic phenomena in society following IMRAD patterns; assessed through paper organization rubric (PLO & CLO 8) 	
7	This module is used in the following study program/s as well Undergraduate program	
8	Module Coordinator Prof. Slamet Setiawan, M.A., Ph.D.	
9	Reference [1] Holmes, Janet. (1992). <i>An Introduction to Sociolinguistics</i> . New York: Longman Group.	

- [2] Auer, Peter and Li Wei (2007). *Handbook of Multilingualism and Multilingual Communication*. Berlin - New York: Mouton de Gruyter.
- [3] Cable, Thomas. (2002). *A Companion to Baugh and Cable's History of the English Language*. London and New York: Routledge.
- [4] Coulmas, Florian (Ed.) (1997). 'Introduction' to *The Handbook of Sociolinguistics*. Cambridge: Basil Blackwell Publishers Ltd.
- [5] Coupland, Nicolas and Adams Jaworski. (1997). *Sociolinguistics: A Reader and Coursebook*. London: Longman.
- [6] Li Wei (ed.). (2000). *The Bilingualism Reader*. London and New York: Routledge.
- [7] Wardhaugh, Ronald. (2006). *An Introduction to Sociolinguistics* (5th ed.). Massachusetts: Blackwell Publishing.
- [8] Edwards, John. (1985). *Language, Society and Identity*. New York: Basil Blackwell
- [9] Fasold, Ralph W. (1984). *The Sociolinguistics of Society*. New York: Basil Blackwell Publishing Ltd.
- [10] Fasold, Ralph. (1990). *Sociolinguistics of Language*. Cambridge: Basil Blackwell.
- [11] Romaine, Suzanne. (1995). *Bilingualism*. Second Edition. Oxford: Cambridge: Blackwell Publishers.
- [12] Omoniyi, Tope and White, Goodith. (eds.). 2006. *The Sociolinguistics of Identity*. London: Continuum.
- [13] Wurm, S. A. (Ed.) 1996. *Atlas of the World's Languages in Danger of Disappearing*. Paris; Canberra: Unesco Publishing / Pacific Linguistics.
- [14] Momma, Haruko and Matto, Mickael. 2008. *A Companion to the History of the English Language*. West Sussex: Wiley-Blackwell.

Others

- 1. APA 6th Referencing Style
- 2. Mendeley Referencing System
- 3. Related journal articles
- 4. <https://scholar.google.co.id/citations?user=xKcaqHIAAAAJ&hl=en> → Slamet Setiawan