Tamkang University Academic Year 105, 2nd Semester Course Syllabus

Course Title	INTRODUCTION TO SOCIOLINGUISTICS	Instructor	YING-HSUEH MOELLER
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	◆ Selective ◆ One Semester ◆ 3 Credits

Departmental Aim of Education

Ⅰ. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.

Ⅱ. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.

Ⅲ. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.

Ⅳ. Strategies

1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.

2. Promote technologicalization and internationalization.

3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.

4. Launch a common English Proficiency Test and enhance students' competiveness in the job market.

5. Enrich international video conferencing.

6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

Departmental core competences

A. Foster the ability to delve into a specialized knowledge of literature.

B. Nurture the ability to do original research.

C. Cultivate professional ethics and social responsibility.

D. Develop original English teaching and research.

E. Utilize qualitative and quantitative research concepts and methods to plan, implement, analyze and write about English teaching and pertinent research.

F. Cultivate language teaching ethics and social responsibility.

	Course Introduction	Sociolinguistics is the study of language in various social contexts. Research in this concentration currently includes such areas as language and social interaction, language contact and change, sociolinguistic variation, discourse analysis, cross-cultural communication, narrative and oral history, language planning, multiculturalism/bilingualism and education, language and identity, language and gender, language and aging, endangered and minority dialects, language and health care, and forensic linguistics. We will cover these topics in turn on top of cognitive sociolinguistics.

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :
 (i) Cognitive Domain   : C1-Remembering,   C2-Understanding,   C3-Applying,
                          C4-Analyzing,   C5-Evaluating,   C6-Creating
 (ii) Psychomotor Domain : P1-Imitation,   P2-Mechanism,   P3-Independent Operation,
                          P4-Linked Operation, P5-Automation,   P6-Origination
 (iii) Affective Domain : A1-Receiving,   A2-Responding,   A3-Valuing,
                          A4-Organizing,   A5-Charaterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :
 (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
 (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
 (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Students should have a comprehensive understanding of each of the issue mentioned above by the end of the course. They are expected to make contribution to those topics and focus on one of them for further in-depth research. Eventually, they should also be able to apply their learning to practical foreign language teaching/learning issues.	C4	ABCDEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	Students should have a comprehensive understanding of each of the issue mentioned above by the end of the course. They are expected to make contribution to those topics and focus on one of them for further in-depth research. Eventually, they should also be able to apply their learning to practical foreign language teaching/learning issues.	Discussion, Practicum, Problem solving	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◆ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	106/02/13 ~ 106/02/19	Introduction	
2	106/02/20 ~ 106/02/26	Language and social interaction	
3	106/02/27 ~ 106/03/05	Language contact and change	
4	106/03/06 ~ 106/03/12	Language contact and change	
5	106/03/13 ~ 106/03/19	sociolinguistic variation	
6	106/03/20 ~ 106/03/26	sociolinguistic variation (including phonetics)	

7	106/03/27 ~ 106/04/02	discourse analysis, cross-cultural communication	
8	106/04/03 ~ 106/04/09	discourse analysis, cross-cultural communication	
9	106/04/10 ~ 106/04/16	Mid-term	
10	106/04/17 ~ 106/04/23	narrative and oral history	
11	106/04/24 ~ 106/04/30	language planning,	
12	106/05/01 ~ 106/05/07	multiculturalism/bilingualism and education	
13	106/05/08 ~ 106/05/14	linguistic landscape	
14	106/05/15 ~ 106/05/21	language and identity	
15	106/05/22 ~ 106/05/28	endangered language and minority language	
16	106/05/29 ~ 106/06/04	language and gender	
17	106/06/05 ~ 106/06/11	forensic linguistics	
18	106/06/12 ~ 106/06/18	cognitive sociolingusitics	

Requirement	Must actively participate/lead discussion.
Teaching Facility	Computer, Projector
Textbook(s)	Bratt Paulson, Christina and Tucker, G. Richard (2003). Sociolinguistics: The Essential Readings. Oxford: Blackwell Publishing.
Reference(s)	Kiesling, Scott Fabius. 1997. Men's identities and sociolinguistic variation: The case of fraternity men. Journal of Sociolinguistics 2, 69-99. Labov, William. 1966. The social stratification of English in New York City. Washington, DC: Center for Applied Linguistics. Major, Roy C. 2004. Gender and stylistic variation in second language phonology. Language Variation and Change 16, 169-188 Tarone, Elaine and Merrill Swain. 1995. A sociolinguistic perspective on second language use in immersion classrooms. Modern Language Journal 79, 166-178. Kristiansen, Gitte and Dirven, Rene (2008) (eds). Cognitive Sociolinguistics: Language Variation, Cultural Models, Social System. Berlin: Mouton de Gruyter Shochamy, E. & Gorter, D. (2009) (eds.) Linguistic Landscape: Expanding the Scenery. New York, London: Routledge
Number of Assignment(s)	2 (Filled in by assignment instructor only)
Grading Policy	◆ Attendance： 30.0 % ◆ Mark of Usual： % ◆ Midterm Exam： % ◆ Final Exam： 40.0 % ◆ Other〈presentations〉：30.0 %

Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php .
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