UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
Tel: 0264 5322388
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COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeș-Bolyai University
1.2 Faculty	The Faculty of Letters
1.3 Department	English language and literature
1.4 Field of study	Language and literature
1.5 Study cycle (BA/MA)	Master
1.6 Study program/Qualification	Current Trends in Linguistics (DAL)

2. Information about the subject

2.1 Course title/Code		**LME2135 Sociolinguistics: Language and gender; conversational rituals (taught in English)**						
2.2 Course tutor		Adriana Todea, PhD lecturer						
2.3 Seminar tutor		Adriana Todea, PhD lecturer						
2.4 Year of study	1	2.5 Semester	1	2.6 Type of assessment	E	2.7 Course status	Contents	DA
							Mandatory	DO

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	2	of which: 3.2 course	1	3.3 seminar/laboratory	1
3.4 Total number of hours in the curriculum	28	of which: 3.5 course	14	3.6 seminar/laboratory	14
Time distribution					Hours
Study based on textbook/course manual/recommended reading/personal notes					40
Additional research in the library, by accessing scientific databases, or during field work					14
Preparation for seminars/laboratory classes, essays, portfolios and reports					40
Tutoring					2
Assessment (examinations)					1
Other activities					
3.7 Total hours for individual study	97				
3.8 Total hours per semester	125				
3.9 Number of credits	5				

4. Prerequisites (if necessary)

4.1 Curriculum	
4.2 Skills	• A CEFR B2 level of language proficiency in English necessary to enable a comprehensive access to the course bibliography.

5. Conditions (if necessary)

5.1. For delivering lectures	Classroom with media equipment
5.2. For teaching seminars/laboratory classes	Classroom with media equipment

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6. Acquired specific competences

Professional competences	C1 Appropriate use of fundamental concepts in the study of general linguistics, theory of literature and comparative literature. C2.2 Appropriate use of scholarly literature 1. C3.2 Linguistic analysis of any speech act (spoken or written) by using the sociolinguistic conceptual framework; practical application of theoretical content (monitoring and mediating spoken communication, language teaching) C5.3 Accurate comprehension of written and spoken discourse; spoken and written production of texts and use of scientific methodology and terminology.
Transversal competences	CT1 Using the instruments of linguistics and literary studies in accordance to professional ethics. CT2 Teamwork; interpersonal communication, taking on specific roles. CT3 Setting up an individual project for lifelong training; achieving training by accumulating information, participating in team projects and in institutional and personal development programs.

7. Course objectives (derived from the specific competences acquired)

7.1 General objective of course	• The course is designed to develop scientific research skills in the field of Sociolinguistics, such as data collection methods and scientific analysis of spontaneous spoken production from the perspective of gender differences. • The aquisition of a solid theoretical background in Sociolinguistics and becoming familiar with various study findings regarding gender differences in use of language and communication. • The course raises awareness of the misunderstandings generated in cross-gender communication and the negative stereotyping and discrimination that result from it. • Students and required to produce original research on gender differences in the use of their own mother tongue in peer groups.
7.2 Specific objectives	• Understand of the nature and significance of conversational rituals in human communication for mediating and negotiating relationships; • Understand the aspects of language use which can vary across (sub)cultures; • Develop ability to identify and explain, from a sociolinguistic point of view, why some interactions result in misunderstandings; • Become familiar with some basic concepts in the field of linguistic anthropology; • Become aware of the communicative clash between different conversational styles, which may lead to cross-cultural miscommunication, mutual negative stereotyping and group discrimination; • Distinguish between language and use of language; • Apply sociolinguistic knowledge and framework in gender studies; • Acquire and use transcription conventions to selections of conversations from students' collected data; • Discuss anthropological aspects of strategies of language use; • Detail analysis of cross-gender conversational interaction by identifying a specific and ritualized aspect of language use; • Use acquired knowledge and skills in their own research project.

8. Contents

8.1 Lectures	Teaching methods	Remarks
1. Course presentation: description of content, learning objectives, attendance, performance and assessment requirements, bibliography	lecture, exemplification, problematizing	

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3. Language and Culture. Conversational styles I.	lecture, exemplification, problematizing	
5. Gender and conversational styles I: gender jokes that exploit/ reveal cross-gender miscommunication	lecture, exemplification, problematizing	
7. Deveopment of conversational rituals through childhood socialization I : **Boys and girls**	lecture, exemplification, problematizing	
9. Deveopment of conversational rituals through childhood socialization I : **Boys and girls**	lecture, exemplification, problematizing	
11. Gender and conversational rituals: **Gossip**	lecture, exemplification, problematizing	
13. Presentation of research project I:	Individual .ppt presentations, discussions, teacher feedback	

Bibliography

- Ralph Fasold and Jeff Connor-Linton (2006) An Introduction to Language and Linguistics, Cambridge University Press (selected chapters).
- Jennifer Coates (ed.), Language and Gender: A Reader, Oxford and Malden: Blackwell (selected chapters)
- Deborah Tannen (ed.) (1993) Gender and Conversational Interraction, Oxford University Press
- Deborah Tannen, (1996) Gender and Discourse, Oxford University Press
- His Brain, Her Brain (2010) *Scientific American Mind*, special issue
- Penelope Eckert, Sally McConnel-Ginet (2003) Language and Gender, Cambridge University Press
- Janet Holmes and Miriam Meyerhoff (2003) Handbook of Language and Gender, Blackwell handbooks in Linguistics
- **Deborah Tannen (1990) You Just Don't Understand, Ballantine Books, New York**

8.2 Seminars	Teaching methods	Remarks
2. Language and Culture . Culturally influenced aspects of language	readings due, lecture, interactive workshop debate, problem-solving tasks	
4. Language and Culture. Conversational styles II.	readings due, lecture, interactive workshop problem-solving tasks, debate	
6. Gender and conversational styles II: gender jokes that exploit/ reveal cross-gender miscommunication	readings due, lecture, interactive workshop debate, problem-solving tasks	
8. Conversational rituals and gender: artistic representations	film viewing and debate	
10. Gender and conversational rituals: **Compliments**	readings due, lecture, interactive workshop debate, problem-solving tasks	
12. Gender and conversational rituals: **Interruption**	readings due, lecture, interactive workshop debate, problem-solving tasks	
14. Presentation of research project I:	Individual .ppt presentations, discussions, teacher feedback	

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- Ralph Fasold and Jeff Connor-Linton (2006) An Introduction to Language and Linguistics, Cambridge University Press (selected chapters).
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9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

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- The topics discussed are based on the international bibliography in this field;
- The instructor has publications and a PhD degree in the fields of theoretical linguistics;
- Part of the aspects discussed in the course and the seminar have been presented at international or national conferences

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	- Understanding and application of key theoretical concepts, adequate use of terminology. Competent sociolinguistic analysis and interpretation of collected data.	Recording of two peer group conversations, one same gender the other mixes gender group; PowerPoint presentation of research project; Research essay (10 to 15 pages long (including selected transcriptions and references), font Times New Roman 12, line spacing 1.5	33% 67%
10.5 Seminar	Practical application of theoretical knowledge in own case study research		
10.6 Basic performance standard			
- The student understands the main concepts, recognizes them and uses them correctly; - Capacity to use the basic, minimal specialized language in the field of Sociolinguistics; - At least 50% correct statements.			
Organizational details, exceptional situation management: •			

Date 10.04.2022	Course tutor's signature	Seminar tutor's signature
Date of department endorsement 14.04.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp

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