



## SYLLABUS

### Sociolinguistics: Language and gender; conversational rituals

Academic year 2025-2026

#### 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 programme/Qualification	Current Trends in Linguistics (DAL)
1.7. Enrolment frequency	Full time

#### 2. Information about the subject

2.1. Course title			Sociolinguistics: Language and gender; conversational rituals (taught in English)				Course code		LME1135				
2.2. Course tutor					Adriana Todea, PhD lecturer								
2.3. Seminar / practical course (laboratory) tutor					Adriana Todea, PhD lecturer								
2.4. Year of study			2.5. Semester			2.6. Type of assessment		E/C /V	2.7. Course status		<a href="#">Contents</a>		
												<a href="#">Mandatory</a>	

#### 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 / <a href="#">practical course (laboratory)</a>	1
3.4. Total number of hours in the curriculum	28	of which: 3.5 course	14	3.6 seminar / <a href="#">practical course (laboratory)</a>	14
<b>Allotted time for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					40
Additional research (in the library, online scientific databases/platforms, or field documentation)					14
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					40
Tutoring					2
Assessment (examinations)					1
Other activities:					
<b>3.7. Total hours for individual study (ID) and self-study activities (SA)</b>					<b>97</b>
<b>3.8. Total hours per semester</b>					<b>125</b>
<b>3.9. Number of credits</b>					<b>5</b>

#### 4. Prerequisites (if necessary)

Date of approval  
Name and signature of Dean



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 / practical courses (laboratory classes)	Classroom with media equipment

### 6. Acquired specific skills

Professional/essential skills	<p>C1 Appropriate use of fundamental concepts in the study of general linguistics, theory of literature and comparative literature.</p> <p>C2.2 Appropriate use of scholarly literature</p> <p>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)</p> <p>C5.3 Accurate comprehension of written and spoken discourse; spoken and written production of texts and use of scientific methodology and terminology.</p>
Transversal skills	<p>CT1 Using the instruments of linguistics and literary studies in accordance to professional ethics.</p> <p>CT2 Teamwork; interpersonal communication, taking on specific roles.</p> <p>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.</p>

### 7. Course objectives (derived from the acquired specific skills)

7.1 General objective of course	<ul style="list-style-type: none"> <li>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.</li> <li>The acquisition of a solid theoretical background in Sociolinguistics and becoming familiar with various study findings regarding gender differences in use of language and communication.</li> <li>The course raises awareness of the misunderstandings generated in cross-gender communication and the negative stereotyping and discrimination that result from it.</li> <li>Students are required to produce original research on gender differences in the use of their own mother tongue in peer groups.</li> </ul>
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<p><b>7.2 Specific objectives</b></p>	<ul style="list-style-type: none"> <li>• Understand of the nature and significance of conversational rituals in human communication for mediating and negotiating relationships;</li> <li>• Understand the aspects of language use which can vary across (sub)cultures;</li> <li>• Develop ability to identify and explain, from a sociolinguistic point of view, why some interactions result in misunderstandings;</li> <li>• Become familiar with some basic concepts in the field of linguistic anthropology;</li> <li>• Become aware of the communicative clash between different conversational styles, which may lead to cross-cultural miscommunication, mutual negative stereotyping and group discrimination;</li> <li>• Distinguish between language and use of language;</li> <li>• Apply sociolinguistic knowledge and framework in gender studies;</li> <li>• Acquire and use transcription conventions to selections of conversations from students' collected data;</li> <li>• Discuss anthropological aspects of strategies of language use;</li> <li>• Detail analysis of cross-gender conversational interaction by identifying a specific and ritualized aspect of language use;</li> <li>• Use acquired knowledge and skills in their own research project.</li> </ul>
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## 8. Contents

8.1 Course	Teaching methods	Remarks
1. Course presentation: description of content, learning objectives, attendance, performance and assessment requirements, bibliography	lecture, exemplification, problematizing	
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. Development of conversational rituals through childhood socialization I : Boys and girls	lecture, exemplification, problematizing	
9. Development 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	
<p><b>Bibliography</b></p> <ul style="list-style-type: none"> <li>• Ralph Fasold and Jeff Connor-Linton (2006) <u>An Introduction to Language and Linguistics</u>, Cambridge University Press (selected chapters).</li> <li>• Jennifer Coates (ed.), <u>Language and Gender: A Reader</u>, Oxford and Malden: Blackwell (selected chapters)</li> <li>• Deborah Tannen (ed.) (1993) <u>Gender and Conversational Interaction</u>, Oxford University Press</li> <li>• Deborah Tannen, (1996) <u>Gender and Discourse</u>, Oxford University Press</li> <li>• <u>His Brain, Her Brain</u> (2010) <i>Scientific American Mind</i>, special issue</li> <li>• Penelope Eckert, Sally McConnel-Ginet (2003) <u>Language and Gender</u>, Cambridge University Press</li> <li>• Janet Holmes and Miriam Meyerhoff (2003) <u>Handbook of Language and Gender</u>, Blackwell handbooks in Linguistics</li> <li>• Deborah Tannen (1990) <u>You Just Don't Understand</u>, Ballantine Books, New York</li> </ul>		
8.2 Seminar / practical course (laboratory class)	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	
Bibliography <ul style="list-style-type: none"> <li>• Ralph Fasold and Jeff Connor-Linton (2006) <u>An Introduction to Language and Linguistics</u>, Cambridge University Press (selected chapters).</li> <li>• Jennifer Coates (ed.), <u>Language and Gender: A Reader</u>, Oxford and Malden: Blackwell (selected chapters)</li> <li>• Deborah Tannen (ed.) (1993) <u>Gender and Conversational Interaction</u>, Oxford University Press</li> <li>• Deborah Tannen, (1996) <u>Gender and Discourse</u>, Oxford University Press</li> <li>• <u>His Brain, Her Brain</u> (2010) <i>Scientific American Mind</i>, special issue</li> <li>• Penelope Eckert, Sally McConnel-Ginet (2003) <u>Language and Gender</u>, Cambridge University Press</li> <li>• Janet Holmes and Miriam Meyerhoff (2003) <u>Handbook of Language and Gender</u>, Blackwell handbooks in Linguistics</li> <li>• Deborah Tannen (1990) <u>You Just Don't Understand</u>, Ballantine Books, New York</li> </ul>		

**9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.**

<ul style="list-style-type: none"> <li>• The topics discussed are based on the international bibliography in this field;</li> <li>• The instructor has publications and a PhD degree in the fields of theoretical linguistics;</li> <li>• Part of the aspects discussed in the course and the seminar have been presented at international or national conferences</li> </ul>
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**10. Assessment (examination)**

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Course	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%
10.5 Seminar/practical course (laboratory class)	Practical application of theoretical knowledge in own case study research		67%

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#### 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.

#### 11. Labels ODD (Sustainable Development Goals)

	General label for Sustainable Development

Date:

Course tutor's name and signature

.....Adriana TODEA.....

Seminar tutor's name and signature /  
Practical course tutor's (Laboratory tutor's)  
name and signature,  
.....Adriana TODEA.....

10.02.2025

Date of approval:

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Head of Department's name and signature,

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Date of approval  
Name and signature of Dean