

GUÍA DOCENTE

1. DESCRIPCIÓN DE LA ASIGNATURA

Grado:	Traducción e Interpretación
Doble Grado:	
Asignatura:	Sociolingüística (inglés)
Módulo:	
Departamento:	Filología y Traducción
Año académico:	2013-2014
Semestre:	1
Créditos totales:	3
Curso:	
Carácter:	optativo
Lengua de impartición:	inglés

Modelo de docencia:	
a. Enseñanzas Básicas (EB):	X
b. Enseñanzas de Prácticas y Desarrollo (EPD):	X
c. Actividades Dirigidas (AD):	

GUÍA DOCENTE

2. RESPONSABLE DE LA ASIGNATURA

Responsable de la asignatura	
Nombre:	Francisco Lorenzo
Centro:	Facultad de Humanidades
Departamento:	Filología y Traducción
Área:	Filología Inglesa
Categoría:	
Horario de tutorías:	Lunes y Miércoles (mañana/tarde) previa cita
Número de despacho:	2-3-10
E-mail:	fjlorber@upo.es
Teléfono:	954348525

GUÍA DOCENTE

3. UBICACIÓN EN EL PLAN FORMATIVO

3.1. Descripción de los objetivos

This course provides a Basic overview of some of the primary concerns of contemporary Sociolinguistics. It is suitable both for students coming to the subject for the first time and for those who would like to consolidate previous experience. It is designed to provide the learners both with an opportunity to familiarise themselves with and explore some of the key research areas in the field and to gain hands-on experience in analysis.

3.2. Recomendaciones o conocimientos previos requeridos

Students should be ready to work in groups and do extra readings of some literary and cultural prior to lessons. Attendance is required and so is participation

GUÍA DOCENTE

4. COMPETENCIAS

4.1 Competencias de la Titulación que se desarrollan en la asignatura

Apart from all those implied in the course content, students will find chances to discuss cultural topics and give their views on issues of current interest of a political and social nature.

4.2. Competencias particulares de la asignatura

The course will also help build up language competence and help students develop fluency. The course has over the years been popular for Erasmus students and as such provides many chances for multicultural contact.

GUÍA DOCENTE

5. CONTENIDOS DE LA ASIGNATURA (TEMARIO)

The course is designed to combine seminar-type discussions of pre-set texts and in-class audio-visual material with hands-on workshop type sessions where students will be able to put some of the theory into practice. There will also be student presentations designed to allow students to further explore areas of interest. The list below summarises the key topics:

- Macro & Micro approaches to sociolinguistics
- Monolingual, Bilingual; Multilingual and Plurilingual: definitions
- Diglossia and Code-switching
- Standard Languages & Lingua Francas
- European Language Planning
- Non-standard languages: vernacular; regional dialects and varieties, pigeons & creoles
- Variables and Speaker Networks: Power and Solidarity; Social Class; Gender; Age; Ethnicity etc
- Register
- Political Correctness
- Taboo

The main language of the classroom will be English and this will be the language employed in evaluation. For this reason, students should have a good level of English (at least B2+ in the CEFR). Nonetheless, comparative discussion generally involves the use of a variety of other languages and it would be advisable for the student to have a good knowledge of Spanish plus one other European language (French, German, Italian etc).

The course relies heavily on a WebCT platform: all reading texts are available in the WebCT, as are many of the video clips (or links for), on-line resources plus copies of any worksheets and powerpoints used in class. The student will need to check their WebCT on a regular basis.

6. METODOLOGÍA Y RECURSOS



GUÍA DOCENTE

GUÍA DOCENTE

7. EVALUACIÓN

Final test: 90 minutes, comprising 1 text commentary, 3 short definitions and 3 short discursive questions

8. BIBLIOGRAFÍA GENERAL

This course is not based on a single text book. All of the set texts are available to be downloaded from the WebCT and no purchases will be necessary.

Nonetheless, students who belong to that group who like to have a course book might like to consider one of the following (they are all general introductions to the field and mostly cover most of what the course covers). (Although only the WebCT provides a definitive guide.)

Coupland, N. and Jaworski, A. (eds) *Sociolinguistics: a Reader* (Macmillan) 2009

Holmes, J. 2005 *An Introduction to Sociolinguistics* (Pearson)

Meyerhoff, M. 2010 *Introducing Sociolinguistics* (Routledge)

Wardhaugh, R. 2010 *An introduction to Sociolinguistics* (Wiley Blackwell)

OPTIONAL READING

(These are all popular non-fiction books, dealing with questions which relate to the areas of sociolinguistics. None are obligatory but all or any would provide interesting reading. They are all in the library at UPO.)

1. About language

Abley, M. *Spoken Here – Travels among Threatened Languages*. Arrow Books. 2005

Bauer, L. and Trudgill, P. (eds) *Language Myths* Penguin 1998

Block, D. and Cameron, D. (eds.) *Globalization and Language Teaching* Routledge 2002

Bolinger, D. *Language: the Loaded Weapon* Longman 1980

Bragg, M. *The Routes of English* BBC 2000

Bragg, M. *The Adventure of English: Biography of a Language* Arcade Publishing 2006

Crystal, D. *The Stories of English* Penguin 2004

Crystal, D. *English as a Global Language* Cambridge University Press 2003

Dent, S. *The Language Report* Oxford University Press 2003

Deutscher, G. *The Unfolding of Language* Arrow Books, 2005

GUÍA DOCENTE

Eco, U. *Mouse or Rat? Translation as Negotiation* Phoenix 2005
 Games, A. *Balderdash and Piffle* BBC Books 2006
 Gigliolo, P.P. (ed.) *Language and Social Context* Penguin 1982
 Hoffman, E. *Lost in Translation* Penguin 1989
 Hughes, G. *Swearing: A Social History of Foul Language* (Penguin) 1998
 Humphrys, J. *Lost for Words* Hodder & Stoughton 2004
 Jacot de Boinod, A. *The Meaning of Tingo* Penguin 2005
 Lowe, M. & Graham, B. *English Language for Beginners* Writers & Readers Publishing Collective 1998
 Pochhacker, F. y Schlesinger, M. (Eds) *The Interpreting Studies Reader* Routledge 2001
 Pullum, G. *The Great Eskimo Vocabulary Hoax and Other Irreverent Essays on the Study of Language* University of Chicago Press 1991
 Truss, L. *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation* Profile Books 2005
 Venuti, L. (Ed.) *The Translation Studies Reader* Routledge 1999

2. About Culture/Society (mostly UK)

Aitch, I. *We're British, innit* Harper Collins 2008
 Fox, K. *Watching the English* Hodder 2005
 Lyall, S. *A Field Guide to the English* Quercus 2008
 Paxman, J. *The English: a Portrait of a People* Overlook Books 2001
 Truss, L. *Talk to the Hand: The utter Bloody Rudeness of Everyday Life* Profile Books 2005
 Walmsley, J. *Brit-think, Ameri-think: A Transatlantic Survival Guide* Penguin 2003