

# Glendale College

## Course Outline of Record Report

Course ID 010551  
Cyclical Review - October 2023

### LING102 : Sociolinguistics

#### General Information

Author:	<ul style="list-style-type: none"> <li>Paul Vera</li> <li>Kaye, Zohara</li> </ul>
Course Code (CB01) :	LING102
Course Title (CB02) :	Sociolinguistics
Department:	LING
Proposal Start:	Fall 2024
TOP Code (CB03) :	(1501.10) Linguistics
CIP Code:	(16.0102) Linguistics.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000624466
Curriculum Committee Approval Date:	05/10/2023
Board of Trustees Approval Date:	06/20/2023
Last Cyclical Review Date:	02/01/2021
Course Description and Course Note:	<p>LING 102 provides a foundation of terminology and methodology used in the current study of cultural and sociological areas of language. The course explores how language creates and shapes culture by examining aspects of societal variation (class, gender, ethnicity, age, and ability), geographic variation (dialects and style), contact variation (multilingualism, pidgins and creoles), as well as language standardization issues (social justice, educational planning, and government policies). Drawing on a variety of modern linguistics concepts, students will be able to analyze, reason, and generalize from linguistic data representative of the diverse and varied languages of the world.</p>
Justification:	<p>Mandatory Revision</p> <p>Changes made to Ling 102 to reflect changes made to Ling 102H. Course content language is revised to be student friendly.</p>
Academic Career:	<ul style="list-style-type: none"> <li>Credit</li> </ul>
Author:	<ul style="list-style-type: none"> <li>Paul Vera</li> <li>Kaye, Zohara</li> </ul>

#### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>Linguistics</li> </ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade Only

### Course Support Course Status (CB26)

Course is not a support course

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

#### IGETC Area

4-Social Sciences

#### Area

Social Sciences

#### Status

Approved

#### Approval Date

08/29/2022

#### Comparable Course

LING 102H

4G-Interdisciplinary, Social & Behavioral Sciences

Interdisciplinary,  
Social &  
Behavioral  
Sciences

Pending

No value

#### CSU GE-Breadth Area

D-Social Sciences

#### Area

Social Sciences

#### Status

Approved

#### Approval Date

08/29/2022

#### Comparable Course

LING 102H

D7-Interdisciplinary Social or Behavioral Science

Interdisciplinary  
Social or  
Behavioral Science

Pending

No value

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162

### Credit / Non-Credit Options

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

**Time Commitment Notes for Students**

No value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories**

**Advisory**

ENGL101 - Introduction to College Reading and Composition

**Objectives**

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose;
- apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support;
- integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism;
- find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format;
- proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

**Advisory**

ESL151 - Reading And Composition V

**Objectives**

- Read and critically analyze various academic readings;
- summarize readings;
- organize fully-developed essays in both expository and argumentative modes;
- compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;
- revise writing to eliminate errors in syntax, and grammatical constructions;
- employ basic library research techniques;
- compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

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**OR**

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## Entry Standards

Entry Standards

No value

## Specifications

### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Independent Study

Methods of Instruction                      Collaborative Learning

Methods of Instruction                      Demonstrations

Methods of Instruction                      Presentations

**Out of Class Assignments**

- A linguistics research paper (e.g. a report consisting of data collection analysis of any US or international topic of geographic, societal, contact variation, or standardization issue)
- Small group class-presented project consisting of original discourse analysis data collection on any US or international topic of geographic, societal, or contact variation

**Methods of Evaluation**

Exam/Quiz/Test

**Rationale**

Weekly exercises and / or quizzes

Exam/Quiz/Test

Sectional exams on geographic variation, societal variation, contact variation, and standardization issues

Exam/Quiz/Test

A written final will be given to evaluate student retention of lecture and textbook material as well as a synthesis of course concepts

**Textbook Rationale**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
Holmes, Janet	An Introduction to Sociolinguistics	Routledge	2017	978 1 138 84501 5

**Other Instructional Materials (i.e. OER, handouts)**

No Value

**Materials Fee**

There is no materials fee.

**Learning Outcomes and Objectives****Course Objectives**

Identify, review, and summarize the major sub-disciplines of the study of sociolinguistics and their interrelationships, including dialects, style, class, gender, race, age, bilingualism, pidgins, creoles, social justice, educational planning, and government policies.

Apply principles of linguistic discourse analysis to prepare and present a group project on a societal, geographic, or contact variation of language topic.

Examine principles of linguistic analysis to gather professionally documented evidence of English or non-English language data in order to prepare a research paper on a societal, geographic, contact variation, or standardization issue of language.

Demonstrate an understanding of how individual, social, regional, national, and international manifestations of language coincide to produce an overall sociolinguistic view of California, the United States, and the world.

## SLOs

**Define and discuss major concepts in sociolinguistics related to geography, society, contact, and standardization.** Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
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<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions
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**Execute and arrange original sociolinguistic data collection in order to analyze and present the findings.** Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
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	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.
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<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions
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**Identify sociolinguistics principles to English or non-English examples.** Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
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	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.
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<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions
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**Apply sociolinguistics principles to an English or non-English examples.** Expected Outcome Performance: 70.0

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

Yes

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### **Geographic Variation (12 hours)**

- Dialect and Language Mutual Comprehension
- Sociopolitical factors in language labeling
- Speaking and writing
- America, Europe, World difference
- Regional dialects and boundaries
- Sound distinctions
- Word distinctions
- Sentence structure distinctions
- Style
- Media and the internet
- Formal and informal
- Taboos and euphemisms

#### **Societal Variation (15 hours)**

- Class
  - Pronunciation of the sound /r/ in American English
  - Word distinctions and slang
  - Meaning distinctions
  - Sound distinctions
- Gender
  - Usage differences
  - Language innovation
  - Cross-linguistic distinctions
  - Grammatical gender
- Ethnicity
  - African American Vernacular English (AAVE)
  - Chicano English (ChE)
  - Non-US ethnic dialects
- Age
  - Word differences
  - Language innovation
  - Generational slang
  - Generational usage of digital communication

**Contact Variation (15 hours)**

- Bilingualism and Multilingualism
  - Individuals and Community
  - Code switching
  - Psychological development of bilingualism
  - Diglossia in the world
  - Endangered languages
- Lingua Franca
  - Geography
  - Religion
  - Careers/Fields of study
- Pidgins and Creoles
  - Development of pidgins and creoles
  - Differences between pidgins and creoles
  - Decreolization

**Standardization Issues (12 hours)**

- Social Justice
  - Feminism and LGBTQ rights
  - Slurs and euphemisms
  - Syntactic and semantic labeling choices
- Educational planning
  - Bilingual and bi-dialectal education
  - Private and public school education
  - Style guides and Official language status
- Governmental policies
  - Official language planning associations around the world
  - Translation and interpretation implementation
  - Language accessibility for disabled citizens

**Total Hours: 54**