

COURSE OUTLINE

SOCIOLINGUISTICS AND DIALECTOLOGY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	5 TH
COURSE TITLE	SOCIOLINGUISTICS AND DIALECTOLOGY		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • Know and appropriately use key terms and concepts for the study of sociolinguistic variation and geographical/historical variation of language • Understand methodological principles and tools used to study, describe and research sociolinguistic and dialect variation • Understand and describe the connection of sociolinguistics and dialectology to other linguistic fields (e.g. historical linguistics, language contact, language policy, pragmatics, ethnolinguistics etc.) as well as to other disciplines (sociology, ethnography of communication, history etc.) • Study, review, discuss and make an informed use of the relevant literature. • Analyze data and come up with answers concerning sociolinguistic or dialectal research issues. 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</i>
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, • Autonomous work • Teamwork • Equity and Inclusion 	

- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1	Introduction	<ul style="list-style-type: none"> • Getting to know each other/ presentation of the course objectives, expected learning outcomes, and requirements • Introductory overview of linguistic variation research field • Sociolinguistics and dialectology as distinct fields of linguistic studies, their birth and evolution – their connection to other linguistics subfields
2	Basic terms and notions in sociolinguistics	<ul style="list-style-type: none"> • Linguistic community and (synchronic) variation • Standard language, norm, sociolect, idiolect • Linguistic variation and issues of (sociolinguistic) identity • Diglossia, high and low varieties
3	Language contact	<ul style="list-style-type: none"> • Bi/multilingualism, code switching, language mixing, pidgin and creole languages
4	Methodology of sociolinguistic research	<ul style="list-style-type: none"> • Dependent and independent variables in sociolinguistics, sociolinguistic interview, apparent-time studies, factors of sociolinguistic variation (gender, age, class etc.), social networks
5	Basic terms and notions in dialect studies	<ul style="list-style-type: none"> • Differentiating between language and dialect • dialects, patois, vernaculars • dialect continua
6	Description of dialect variation	<ul style="list-style-type: none"> • Isoglosses, dialect maps
7	Dialect variation in Greek	<ul style="list-style-type: none"> • Dialect variation in Ancient Greek, Koine and ‘koineization’
8	Dialect variation in Greek	<ul style="list-style-type: none"> • Modern Greek dialects (part I)
9	Dialect variation in Greek	<ul style="list-style-type: none"> • Modern Greek dialects (part II)
10	Language variation and heritage languages	<ul style="list-style-type: none"> • Formation of heritage languages • Distinctive features of heritage languages
11	Language variation and heritage languages	<ul style="list-style-type: none"> • Sociolinguistic profiling of heritage language speakers • sources for studying heritage languages • importance of heritage languages with respect to language variation
12	Topics in Onomatology	<ul style="list-style-type: none"> • Onomatology and dialects
13	Language maintenance and language shift /attrition/death	<ul style="list-style-type: none"> • Descriptive and explanatory issues concerning processes of language (or dialect) maintenance/ vitality, with a special focus on Greek and Balkan area • sociolinguistic factors influencing language shift • Strategies of language revitalization/ language maintenance • case studies

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> • PPT presentations • Teaching material, announcements and communication through the eClass platform

	<ul style="list-style-type: none"> • Student study of supplementary material related to course content • Communication with students via email 												
<p>TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay</td> <td>30</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>46</td> </tr> <tr> <td>Written examination</td> <td>5</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Essay	30	Study and analysis of bibliography	46	Written examination	5	Total	120
	Activity	Workload/semester											
Lectures	39												
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Total	120												
<p>STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Formative</p> <p>Mid-term online examination: 30%</p> <p>Essay (compulsory) online: 30%</p> <p>Final written examination: 40%</p>												

5. SUGGESTED BIBLIOGRAPHY

In English:

- Chambers, J.K. & Trudgill, P. 1988. *Dialectology*. Cambridge: C.U.P.
- Trudgill, P. 2003. Modern Greek Dialects. A preliminary classification. *Journal of Greek Linguistics* 4: 45-64.
- Winford, D. *An introduction to contact linguistics*. Malden, MA: Blackwell.

In Greek:

- Αρχάκης, Αργ. & Κονδύλη, Μ. 2011. *Εισαγωγή σε ζητήματα κοινωνιογλωσσολογίας*. Αθήνα: νήσος.
- Γούτσος, Δ. & Μπέλλα, Σπ. (επιστ. επιμ.) 2022. *Κοινωνιογλωσσολογία*. Αθήνα: Gutenberg.
- Holmes, J. 2016. *Εισαγωγή στην κοινωνιογλωσσολογία*. (μτφρ. Στ. Λαμπροπούλου). Αθήνα: Πατάκης (= Holmes, J. 2013. *Introduction to sociolinguistics*, Routledge).
- Κοντοσόπουλος, Ν. 1994. *Διάλεκτοι και ιδιώματα της Νέας Ελληνικής*. Αθήνα: Γρηγόρης.
- Thomason, S. 2019. *Εισαγωγή στη γλωσσική επαφή*. ΙΝΣ, Ίδρυμα Μ. Τριανταφυλλίδη (= Thomason, S. 2001. *Language Contact: An introduction*, Edinburgh Univ. Press).
- Τζιτζιλής, Χ. 2000. Νεοελληνικές διάλεκτοι και νεοελληνική διαλεκτολογία. Στο Α.Φ. Χρηστίδης κ.ά. (επιμ.). *Η ελληνική γλώσσα και οι διάλεκτοί της*, σσ. 15-22. Αθήνα: ΥΠΕΠΘ &Κ.Ε.Γ.
- Hodot, R. 2000. Αρχαίες ελληνικές διάλεκτοι και νεοελληνικές διάλεκτοι. Στο Α.-Φ. Χρηστίδης κ.ά. (επιμ.) *Η ελληνική γλώσσα και οι διάλεκτοί της*, σσ.29-34. Αθήνα: ΥΠΕΠΘ &Κ.Ε.Γ.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	E. THOMADAKI
Contact details:	ethomada@bscc.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Mid-term online examination: 30% Essay (compulsory) online: 30% Final written examination: 40%
Implementation Instructions: (3)	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam. The assignment must be submitted through eClass by a specified deadline.

(1) Please write YES or NO

(1) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(2) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.