

SOCIOLINGUISTICS

Assessment specifications

Introduction: This course is compulsory for Semester 3 by 1-2 times a week. There are 4 credits to be gain during this course:

COURSE REQUIREMENTS

Ongoing assessment	Mid-term	Final assessment	Total
Entries 15% Participation and activeness 10% Portfolio 15%	Writing assignment-20%	Writing assignment-40%	
40%	20%	40%	100%

**You should gain 70% out of the course requirements (100%) in order to pass and continue your studies in the 4th semester.*

Requirements	Description	Points (%)
Entry 1 - 5% Entry 2 - 5% Entry 3 - 5% In-class activeness-10%	In order to complete this task, you should not just physically participate but be active in the conducted activities on online/offline classes. Detailed information about Entries is given below. See Learner Portfolio. In-class activeness requires you to do the daily homework, attendance and making at least one activity or a test-formatted quiz for each learned topic.	25%
Research-based portfolio	To complete this credit, you will do an individual research on the topics. For further explanation, read below	15%
Midterm	see Midterm requirements below.	20%
Final	see Final assessment requirements below.	40%
		100%

LEARNER PORTFOLIO

It is a collection of entries and tasks completions that you will complete over the semester on students' portfolio. Each entry has a task that is described below.

PARTICIPATION

To complete this task, you should not just physically participate but be active in the conducted activities on face to face/online classes. Participation is obligatory according to the regulation of higher education institutions.

ENTRY 1 - 5%

OPTION 1. Introduction to the Social Study of Language Requirements:

You are required to write a reflective paragraph on your understanding of the social study of language before starting this module.

- ✦ What do you think it entails and why is it important?
- ✦ Read the introduction chapter of "An Introduction to Sociolinguistics" by Janet Holmes.
- ✦ Write a brief summary of the main concepts and theories discussed in the chapter and explain their relevance to the social study of language.

Assessment criteria:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Understanding of Concept	Thorough understanding of the social study of language.	Good understanding with minor gaps.	Basic understanding; some key concepts missed.	Limited understanding; many key concepts unclear.	No understanding of the concept.
Accuracy in Summarizing	Accurately summarizes all key concepts from the reading.	Mostly accurate with minor errors in summary.	Some accuracy; several key concepts are missed.	Limited accuracy; many important points omitted.	Inaccurate summary; fails to capture key concepts.
Clarity of Explanations	Explanations are very clear and well-organized.	Clear explanations with minor issues in organization.	Basic clarity; explanations need more organization.	Limited clarity; explanations are confusing.	Unclear and disorganized explanations.

OPTION 2. Sociolinguistic analysis:

You will be given a task with two parts. The part 1 will deal with the analysis of politeness levels. In the part 2 a case study is provided where you need to solve the

problematic situation based on your sociolinguistic knowledge on the strategies and forms of politeness in communication.

Assessment criteria:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Task Response (Cohesion and Coherence)	Ideas are very clear and logically organized.	Mostly clear and organized with minor issues.	Some clarity; organization needs improvement.	Limited clarity; disorganized presentation.	Ideas are unclear and poorly organized.
Recommendation of Strategies and Politeness	Provides specific, relevant strategies and forms of politeness.	Offers good strategies with minor gaps in relevance.	Basic strategies suggested; some relevance issues.	Limited strategies; not well aligned with context.	No relevant strategies or politeness forms provided.

**Responsible teacher will decide one of the options.*

ENTRY 2 - 5%

OPTION 1. Language and Identity Requirements:

You are required to reflect on your own language use and its connection to your identity. Write a personal reflection on how language shapes your sense of self and your cultural identity.

- ✦ Read the chapter on "Language and Identity" from the book "Introducing Sociolinguistics" by Rajend Mesthrie et al.
- ✦ Identify three examples from the chapter where language plays a role in shaping individuals' identities. Explain the significance of each example and relate them to your own experiences.

Assessment criteria:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Reflection on Language and Identity	Insightful reflection with deep personal insights.	Good reflection with some personal insights.	Basic reflection; lacks depth in personal insights.	Limited reflection; few personal insights shared.	No reflection on language and identity.
Identification and Explanation of Examples	Accurately identifies and explains all key examples from the	Mostly accurate with minor errors in identification or explanation.	Some accuracy; several key examples missed.	Limited accuracy; many important examples omitted.	Inaccurate or unclear identification of examples.

	reading.				
Relevance of Personal Experiences	Personal experiences are highly relevant to examples discussed.	Mostly relevant experiences with minor gaps.	Some relevance; connections to examples are unclear.	Limited relevance; weak connections to examples.	No relevant personal experiences shared.

OPTION 2. DEBATE.

You will have a Debate on the topic:

" Who benefits from bilingual education: individuals (society) or a government?"

Instructions:

- Do research on your topic thoroughly.
- Make /give statistics on your main discussion part
- State the problem after your statistics and give reasonable suggestions to your group.

You will be divided into 2 teams with 5 members of students (Speaker 1-intro, Speakers 2,3,4 -arguments (main part), Speaker 5- conclusion); each member is required to speak for 3 minutes.

3-2 students should be left to be judges. Each judge is required to speak for 3-4 minutes.

1 will be the maintainer (timekeeper)

Assessment Criteria:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Speakers: Main Idea	Clearly presents the main idea.	Presents the main idea, but could be clearer.	Presents a main idea, but it's unclear or underdeveloped.	Main idea is difficult to identify.	No clear main idea presented.
Speakers: Supporting Details	Provides strong supporting details (examples, statistics, etc.).	Provides supporting details, but some lack strength or relevance.	Provides some supporting details, but they are weak or insufficient.	Few supporting details provided.	No supporting details provided.
Judges: Conclusions	Delivers strong, well-reasoned conclusions about the winning team.	Delivers conclusions, but reasoning could be stronger or clearer.	Delivers conclusions, but they are unclear or lack justification.	Conclusions are weak or unclear.	No clear conclusions are presented.
Judges: Supporting Details	Provides strong supporting	Provides supporting details, but	Provides some supporting details, but they	Few supporting details provided.	No supporting details provided.

	details for their conclusions (examples, statistics, etc.).	some lack strength or relevance.	are weak or insufficient.		
Timekeeper: Accurate Debate Control	Proficiently controls the debate, ensuring accurate timekeeping.	Mostly controls the debate accurately, with minor timing issues.	Maintains some control, but with noticeable timing or organizational issues.	Struggles to control the debate; frequent timing or organizational problems.	Fails to control the debate effectively; significant timing or organizational issues.
Timekeeper: Time Management Skills (2 points)	Uses warning signs effectively to manage time and participants.	Uses warning signs, but could be more effective in managing time and participants.	Uses some warning signs, but time management needs improvement.	Limited use of warning signs; poor time management.	No use of warning signs; poor time management.

**Responsible teacher will decide one of the options.*

ENTRY 3 - 5%

OPTION 1. Language Variation and Social Factors Requirements:

You should think about situations where you have observed language variation based on social factors such as age, gender, or region. Write a paragraph describing one such situation and explain how language variation was present.

- ✦ Read the chapter on "Language Variation" from the book "Introducing Sociolinguistics" by Rajend Mesthrie et al.
- ✦ Identify three social factors discussed in the chapter that contribute to language variation. Provide examples for each factor and explain how these factors shape language variation in different contexts.

Assessment criteria :

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Description of Real-Life Situation	Clearly describes a relevant real-life situation.	Describes a situation, but lacks some clarity.	Basic description; lacks detail or relevance.	Limited description; situation is unclear.	No relevant situation described.
Identification of Social Factors	Accurately identifies and explains social factors contributing to language variation.	Identifies social factors, but explanations may lack depth.	Basic identification; some factors are unclear.	Limited identification; vague explanations.	Fails to identify social factors.

Supporting Examples	Provides clear and relevant examples supporting explanations.	Examples are relevant but may lack detail.	Some examples provided, but lacking clarity.	Limited examples; weakly supports explanations.	No relevant examples provided.
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OPTION 2. Article Discussion

You will be given an article and a discussion question on the relevant topic by your responsible instructor. You are required to read the article on the given topic and answer to the given Discussion question by writing your understanding in the comments part of Google Classroom.

- ✦ You need to post on the DISCUSSION question with your relevant answer.
- ✦ You are required to comment on at least two classmates' posts (your reflection/attitude, agreement or disagreement on your classmate's ideas in her/his post)

Assessment criteria:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Providing Relevant Answers	Provides insightful and relevant answers.	Answers are mostly relevant with minor gaps.	Basic answers provided; some relevance issues.	Limited relevance in answers; lacks clarity.	No relevant answers provided.
Commenting on Classmates' Posts	Thoughtfully comments on two classmates' posts, enhancing the discussion.	Comments on two posts, but lacks depth.	Comments on two posts but are basic and unclear.	Comments on one or two posts; minimal engagement.	No comments on classmates' posts.

**Responsible teacher will decide one of the options.*

MID-TERM - 20%

You will need to complete 40 multiple choice questions based on the theoretical part of the module. It is highly recommended to focus on key concepts and terminologies of the subject in advance.

Assessment criteria:

Points: 20% of the total grade

By 0,5 points will be given for each correct answer.

The points will be equal to the following marks: 21-27=3, 28-33=4, 34-40=5

SELF-STUDY - 15%**Portfolio. Collection of mini researches.**

You will be given list of topics by your responsible instructor for your for individual research on the given topics.

- ✦ You will choose one of the topics given by the instructor.
- ✦ Do research on it and find 5 relevant sources based on your chosen topic (they can be pdf articles, website articles, book chapters and etc)
- ✦ Read your chosen sources in detail. Write your research **report** on them. The amount of your report should be not less than **300 words**.
- ✦ Compile the research as one file. (Cover page, 5 copies of relevant sources one by one, the last page your report within 300 words.
- ✦ You have a chance for draft checking. You can ask your instructor to help check the progress or content before submitting.
- ✦ Create the whole file after draft-checking.
- ✦ Plagiarism is strict. Therefore, do the research by yourselves. Do not plagiarize from the sources provide relevant citation for the taken ideas.

Assessment criteria:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Task Response	Well-structured response with appropriate length.	Good structure; meets word count with minor issues.	Basic structure; meets minimum word count.	Poor structure; falls short of word count.	No clear structure; irrelevant content.
Selection of Sources	Selects highly relevant and credible sources.	Chooses relevant sources with minor gaps in credibility.	Selects some relevant sources but lacks depth.	Limited selection; sources are often irrelevant.	No relevant sources selected.
Critical Review and Reflection	Thoroughly reviews sources with insightful reflections.	Reviews sources well, but lacks some depth in reflection.	Basic review; reflections are unclear or limited.	Limited review; minimal reflection on sources.	No critical review or reflection provided.

FINAL ASSESSMENT - 40%

In this task you will focus on sociolinguistic analysis both from theoretical and practical side. As theoretical part you will be given a list of key concepts and you are required to provide their definitions. In practical part you need to reflect on the relevant questions based on your background sociolinguistic knowledge within 300-350 words.

Assessment criteria:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Task Response Cohesion and Coherence	Ideas are very clear and well-organized.	Mostly clear and organized, with minor issues.	Some clarity; organization needs improvement.	Limited clarity; disorganized presentation.	Ideas are unclear and poorly organized.
Logical Analysis and Relevant Arguments	Thoroughly analyzes situations with strong arguments and details.	Good analysis with relevant arguments; minor gaps.	Basic analysis; arguments lack depth or clarity.	Limited analysis; weak arguments provided.	No logical analysis or relevant arguments presented.
Reflection and Personal Experience	Insightful reflection with strong personal examples.	Good reflection; relevant examples but may lack depth.	Basic reflection; examples are unclear or limited.	Limited reflection; few relevant examples shared.	No relevant reflection or personal experiences.

***Note:**

For successful completion of the course, you are required to gain a minimum of 70% of the total 100% score.

For getting access to Midterm, you are required to gain a minimum of 25% of the total score.

For getting access to Final assessment, you are required to gain a minimum of 45% of the total score.

WHAT SUCCESSFUL STUDENTS SHOULD EXPECT TO DO IN THIS COURSE:

Responsibilities: Successful students follow both oral and written instructions. The syllabus and assignment sheets are the primary sources of instructions in any university course, so successful students read them carefully and refer to them regularly.

Successful students write down any instructions given orally by the professor; they also are careful to make sure that they have taken accurate notes and ask questions before due dates.

Successful students look up information first so that they ask informed questions, not questions they already have the answers to. If they can't find the answers, they contact the instructor after class or via Telegram or email.

Successful students pay close attention to how they can best and most easily learn the material in a particular subject area. If you have difficulty figuring out how best to learn the material in this class, please make an appointment to see the instructor.

Plagiarism: Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Therefore, copying the work of another person, whether an essay or answers during a test, is considered plagiarism.

Plagiarism is a form of cheating. Any time a student uses someone else's work and does not give that person credit, it is plagiarism. Anyone who plagiarizes will receive an "F" on the assignment. If this is repeated, the student will fail the course. If you are "suspected" of plagiarism, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently. **Technical Requirements:** This course will be completed both face to face and online using the learning management system. To access the program, you will need

- ✦ PC, Smart phones or Laptops
- ✦ reliable broadband Internet connection (DSL or cable recommended);
- ✦ Gmails, web browser (latest version of Chrome or Safari);
- ✦ Cookies must be enabled;

Communicating with your instructor outside of class: availability for responding to the emails, messages is between 6 pm - 10 pm during the week days.

Unavailable on weekends.

