



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SILABUS
MATA KULIAH : *SOCIOLINGUISTICS***

FRM/FBS/19-00

Revisi : 00

31 Juli 2008

Hal.

Faculty : Languages and Arts
Study Program : English Education
Subject & Code : *SOCIOLINGUISTICS* Code ING227
Number of Credit : Theory 1 SKS Practice : 1 SKS
Semester : 5 (five)
Pre-requisite Subject & Code : -
Lecturer : Anita Triastuti, M.A.

I. COURSE DESCRIPTION

Sociolinguistics is part of linguistics courses whose aims, among others, are to develop the linguistic awareness of the students, to give knowledge on language functions and how they influence the speakers, to develop students' understanding on language varieties in their own society as well as others' and to develop students' ability in interpreting other people's speech.

II. STANDARD OF COMPETENCE

By the end of the course, students are expected to obtain sufficient understanding on the concepts and practices of Sociolinguistics by:

- analyzing all the concepts or theories discussed
- presenting their comprehension on the concepts or theories in group and class presentation and discussion
- selecting and using the concepts or theories for answering analytical questions
- putting relevant concepts or theories for solving case studies or problems in Sociolinguistics

III. TEACHING-LEARNING STRATEGIES

The class interaction will be the combination of lecturing, discussions, and presentations on various selected topics. The students are expected to be able to take an active role during class sessions. Expressing ideas, probing, asking questions, analyzing, synthesizing, and evaluating arguments or opinions are a series of active critical thinking skills from which students are strongly demanded to demonstrate.



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IV. COURSE PROGRESSION

Meeting	Topic	Sources
1	Class Orientation & Introduction to Syllabus	Syllabus
2	Introduction to Sociolinguistics	Wardhaugh, 1988: 1-22, Holmes, 1995: 1-11, 141-142
3	Language, Dialects, Idiolect, and Varieties	Chaika, 1982: 132-159
4	Linguistic Varieties and Multilingual Nations: vernacular languages, standard languages, lingua francas, Pidgins, Creoles, and Jargon	Chaika, 1982: 93-131, Holmes, 1995: 79-89, Wardhaugh, 1988: 54-85
5	Language Choice in Multilingual Communities, Diglossia, Bilingualism, and Multilingualism, Interference, Code-Choice, Code-Switching, and Code-Mixing	Chaika, 225-246, Holmes, 21-40
6	Regional and Social Dialects, Regional Variation, Social Variation, and Social Dialects	Wardhaugh, 25-53
7	Style, Context, and Register	Chaika, 29-53, Wardhaugh, 48-53, Holmes, 245-276
8	Language and Sex: Woman's and Man's Language, Interaction, Sexist Language	Holmes, 312-336
9	Mid-Test	
10	Language and Change	Holmes, 210-229, Wardhaugh, 187-210
11	Language and Culture	Wardhaugh, 211-232, Holmes
12	Solidarity and Politeness	Holmes, 285-304, Wardhaugh, 251-273
13	Language Attitude	Holmes
14	Sociolinguistic Fieldwork & Quantitative Analysis	Chaika, 17-28, Bayley, 165-214
15	Review	-

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IV. REFERENCES

A. Compulsory Reference:

Holmes, Janet. (2001). *An Introduction to Sociolinguistics: Learning about Language*. England, UK: Pearson Education Ltd.

B. Suggested References:

Bayley, Robert. (2007). *Sociolinguistic Variation: Theories, Methods, and Applications*. UK: Cambridge University Press

Chaika, Elaine. (1982). *Language the Social Mirror*. Massachusetts, USA: Newbury House Publishers

Wardhaugh, Ronald. (1992). *An Introduction to Sociolinguistics*. Cambridge, Massachusetts, USA: Blackwell Publishers

V. ASSESSMENT

The final assessment is primarily based on how well students follow and internalize the process in class. Taking into account are students' participation or active contribution in all of the activities, and the accomplishment of all assignments given. Such other components as attendance (at least 75% to be eligible for a final mark), the mid and final tests contribute to the total score with the following scoring distribution:

1. Attendance: 10%
2. Class Participation: 10%
3. Assignments: 20%
4. Mid-Test: 30%
5. Final Test: 30%