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| Institution : | University College of Science and Human Studies at Hotat Sudair | |
| Academic Department : | English Department | |
| Programme : | B. A. in English | |
| Course title and code: | Sociolinguistics ENG: 417 | |
| Specification Approved Date : | | 16/11/2017 |

**Course Specifications**

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| **Institution:** Majmaa University | **Date:** 16/11/2017 |
| **College/Department :** University College of Science and Humanities, Hotat Sudair, English Department | |

**A. Course Identification and General Information**

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| 1. Course title and code:  Sociolinguistics ENG417 |
| 2. Credit hours:  (3) |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs)  English Program |
| 4. Name of faculty member responsible for the course  Sana Abdelhay |
| 5. Level/year at which this course is offered:  7 level |
| 6. Pre-requisites for this course (if any):  Introduction to linguidtics |
| 7. Co-requisites for this course (if any):  None |
| 8. Location if not on main campus:  None |
| 9. Mode of Instruction (mark all that apply):  40  a. traditional classroom What percentage?  50  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  10%5  f. other What percentage?  **Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?  1. Study the most common concepts, theories, approaches, terms, topics and issues in Sociolinguistics.  2. Investigate the extent to which language mirrors the society, and in the meantime how the social structures/practices and beliefs are influenced by language.  3. Discuss the various factors influencing language choice (why and how speakers are inclined to choose a specific variety/style/word in certain contexts rather than others).  4. Investigate the many interfaces between language, culture, thought and communication.  5. Explore cross-cultural issues via manifesting the central role of language in cross-cultural communication.  6. Critically examine language polices and language planning and the implications of these for language education and EFL.  7. Introduce students to relevant sociolinguistic issues of Bilingualism and Multilingualism and their social and pedagogical implications. |

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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)  As participation, encouraging students to use the web to search for cross-cultural issues and discuss the role of language in communication. |

**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

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| Course Description:  Sociolinguistics is an interdisciplinary branch of linguistics that deals with all aspects of the interrelationships between language and society. As such, it shares various boundaries with a set of neighboring fields such as Discourse Analysis, Pragmatics, Sociology, Anthropology, etc. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| 1. Course Orientation + Introductory Lecture | 1 | 3 |
| 1. What is Sociolinguistics? | 2 | 6 |
| 1. Language variation | 2 | 6 |
| 1. Ethnography of Speaking and Ethno methodology, | 1 | 3 |
| 1. Codes: Code-switching, Code-mixing, | 2 | 6 |
| 1. Diglossia | 1 | 3 |
| 1. Taboos and Euphemisms | 2 | 6 |
| 1. Multilingualism and language policy: | 2 | 6 |
| 1. Language & Gend**er** | 2 | 6 |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | 45 |  |  |  |  | 45 |
| **Actual** | 45 |  |  |  |  | 45 |
| **Credit** | **Planed** | 3 |  |  |  |  | 3 |
| **Actual** | 3 |  |  |  |  | 3 |

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| 3. Additional private study/learning hours expected for students per week.  2hrs |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy | | | |
| **On the table below are the five NQF Learning Domains, numbered in the left column.**  **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) | | | |
| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| **1.1** | Define the most common concepts and terms in Sociolinguistics | Lecturing | test |
| **1.2** | Describe how language mirrors the society | Lecturing | test |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | Distinguish between the more specialized varieties of language | Lecturing | Test and assignments |
| **2.2** | Discuss common issues in sociolinguistics such as language and gender | Lecturing | Test and assignments |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Solving problems | Individual homework | D2L assignments |
| **3.2** | Discussion of issues related to sociolinguistics | Individual homework | D2l forum discussion |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Use the web to search information | Presentation  Group work | assessment according to the effective oral and written form |
| **4.2** |  |  |  |
| **5.0** | **Psychomotor** | | |
| **5.1** |  |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** | | | |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | 1st midterm | 6th or 7th week | 20 % |
| **2** | Participation | All **a**long | 10 % |
| **3** | Assignments | All **a**long | 10 % |
| **4** | 2nd midterm | Week 12th or 13th | 20% |
| **5** | Final | Week 14 | 40 % |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  Every day |

**E Learning Resources**

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| 1. List Required Textbooks  Sociolinguistics, Spolsky, B. Oxford: Oxford University Press(2004) |
| 2. List Essential References Materials (Journals, Reports, etc.)  Crystal. 2000. *Cambridge Encyclopedia of Sociolinguistics.* |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  https://www.asian-efl-journal.com/thesis\_Ma\_Xiaou.pdf |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)  Available |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)  Available |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  Reference books of sociolinguistics |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching  Responses to questions on surveys ( to be collected by the department) |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| 3. Processes for Improvement of Teaching  Organizing workshops and training sessions to facilitate experience exchange among faculty members. |
| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)  1. Check marking of a sample of examination papers either by a resident or visiting faculty member.  2. Double-check papers by a second reader in case of students who believe they are underrated |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  1. Compare syllabi and course description with other universities (including those on the net)  2. Biannual meetings of faculty members to discuss improvement  3. Have a curriculum review committee to review the curriculum periodically and suggest |

**Name of Course Instructor: Sana Abdelhay**

**Signature: Sana Abdelhay Date Specification Completed: …………………**

**Program Coordinator: Dr. Murad Al.Shboul**

**Signature: ………………………….. Date Received: ………………………………......**