



Course Specifications

Course Title:	Sociolinguistics
Course Code:	ENGL 325
Program:	B.A
Department:	English Language
College:	College of Science and Humanities
Institution:	Majmaah University

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A. Course Identification

1. Credit hours: 3 hours
2. Course type a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 7
4. Pre-requisites for this course (if any): ENGL Introduction to Linguistics
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	95
2	Blended	5	5
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	28
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	2
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

Sociolinguistics is an interdisciplinary branch of linguistics which deals with all aspects of the interrelationships between language and society. As such, it shares several boundaries with neighboring fields such as Discourse Analysis, Pragmatics, Sociology, Anthropology, etc. Although there is a lot of interrelations and overlaps, each of these sub-disciplines, has its own interests and perspectives. This course aims to acquaint students with the central theories, approaches, ideas, terms and methods of Sociolinguistics. Among the many topics that could be covered in this course are: language variation, dialect, sociolect, idiolect, jargon/ argot, taboo and euphemism, pidgins and creoles, code-choice and code –switching, speech acts, addressing, politeness. In addition it will include common sociolinguistics issues such as : language and gender, language and thought / culture, language and politics, ethnicity, power and ideology , Discourse Practices/Orders , and some particular Conversational Analysis issues.

New trends in sociolinguistics should also be addressed in the course (e.g. the role of technology in current sociolinguistic research, Community of Practice, etc.).

2. Course Main Objective:

What is the main purpose for this course?

By the end of the course, students are expected to:

Define and state basic concepts, ideas, methods and practices in the domain of sociolinguistics.
Discuss the interrelationships of language and social phenomena and practices.
Discuss the interfaces between Sociolinguistics and the neighboring subfields such as: Pragmatics, and Discourse Analysis.
Compare and contrast: Language and Dialect, Dialect and Accent, Standard and non-Standard, Pidgin and Creole, Idiolect and Sociolect, etc.
Introduce students to a range of theoretical and critical approaches in relation to the study of Sociolinguistics
Develop critical skills in reading, analyzing, and writing about Sociolinguistics
Review the complexity of the relationship between: Language and Culture, Language and Thought, etc.
Discuss code-choice and code-switching noting their various social representations and implications.
Outline key features of Bi/Multilingualism.
Write a good research project or paper on any of the issues studied in the course.

3. Course Learning Outcomes

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

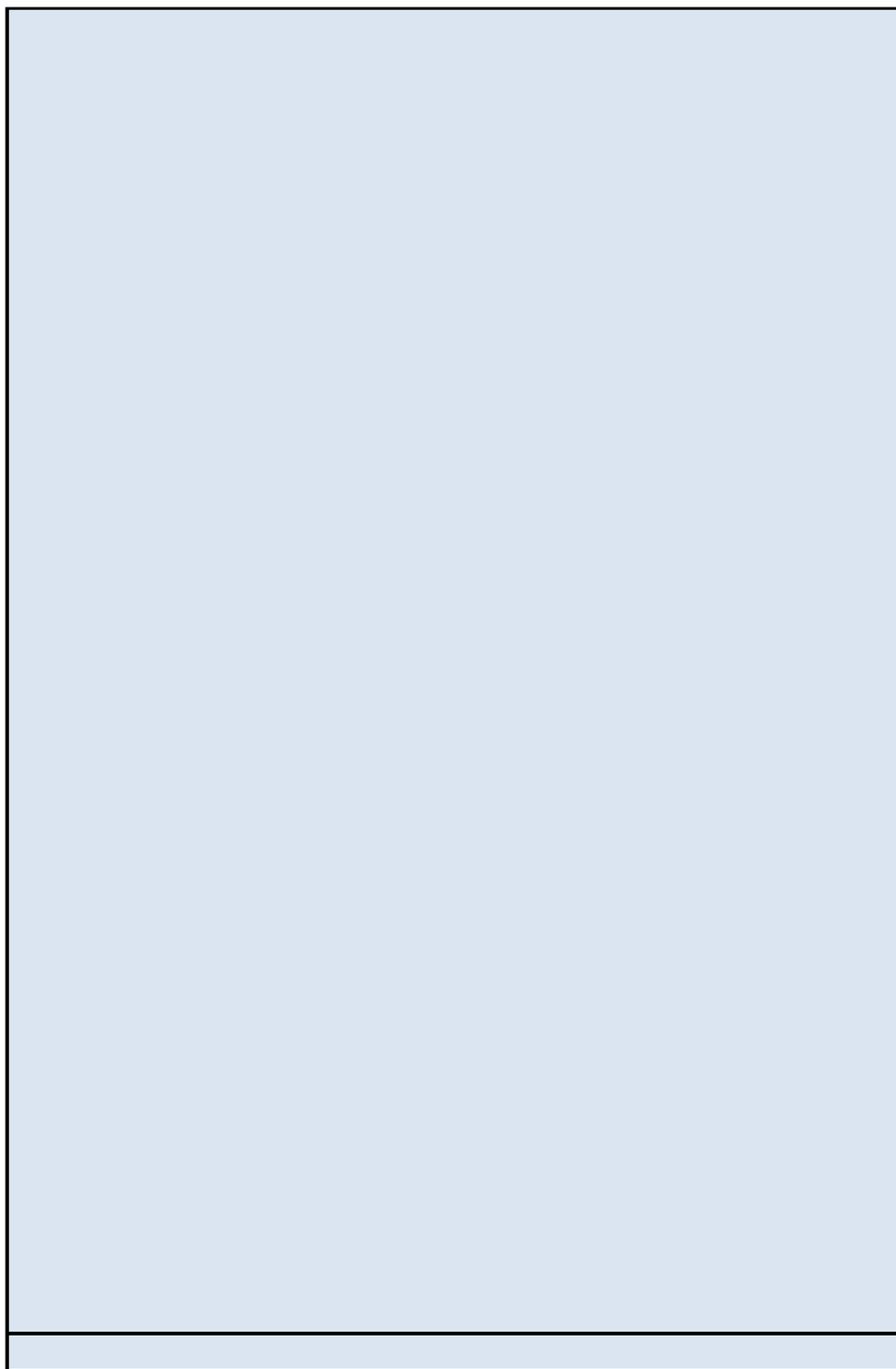
On the table below are the five NQF Learning Domains, numbered in the left column.

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.)

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Memorize key concepts, ideas and terms related to Sociolinguistics	K1
2	Review the complexity of the relationship between: Language and Culture, Language and Thought, etc.	
3	Showing the differences between Speech Communities, Discourse Communities and Communities of practice.	
2	Skills :	
2.1	3. Familiarizing students with the main concepts of sociolinguistics such as societal multilingualism, diglossia, language attitudes and language maintenance and shift.	S1
2.2	Distinguish between: Language and Dialect; Dialect and Accent; Standard and non-Standard; Pidgin and Creole; Idiolect and Sociolect; Metaphorical and Situational Code-switching, etc.	S2
2.3	Discuss some sociolinguistic issues such as: Diglossia, Code-choice and Code-switching.	S1
2.4.	Familiarizing students with the main concepts of sociolinguistics such as societal multilingualism, diglossia, language attitudes and language maintenance and shift.	
3	Values:	
3.1	independently using knowledge of sociolinguistics.	C2
3.2	Exhibit ability to communicate effectively utilizing sociolinguistic knowledge (e.g. knowing how conversation works, the significance of code-switching, role of multilingualism, etc.).	
3.3	Demonstrate good time management (e.g. meeting deadlines for assignments and projects).	
3...	Developing and enhancing general computer and internet skills in the context of Sociolinguistics.	
	Use social media (WhatsApp/Twitter) to discuss issues related to Sociolinguistics.	

C. Course Content

No	List of Topics	contact Hours	
	Introductory lecture and <i>Course Orientation</i>	1	3
	Definition of Sociolinguistics and the Sociology of Language.	1	3
	Language Variation Language Varieties,, Language vs. Dialect, Idiolect vs. Sociolect, Jargon, Diglossia, etc. Standardization	1	3
	Language and Gender	1	3
	Ethnography of Speaking, Accommodation and Domain	1	3
	Choosing a Code: Diglossia and Code switching Restricted and Elaborated Codes Language-crossing	1	3
	Conversation Analysis (CA) (turn-taking, topic formation, topic maintaining and shift, interruptions, etc.).	1	3
	Language and Bias: Power and Ideology	1	3
	Language Contact: Bilingualism, Multilingualism and Language Policy: Multilingualism and Multiculturalism; Language Maintenance and Shift; language Death – Language Rights; and Pidgins and Creoles.	1	3
	Language and Bias: Power and Ideology	1	3
	Speech Community and Discourse Community Community of Practice	1	3
	Language Policy and Planning	1	3
	Project Presentation and Discussion (students divided into groups and required to conduct a term project on Sociolinguistics; including a presentation and report)	1	3
	Revisions, Midterm and Final Exam	2	6



D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Review the complexity of the relationship between: Language and Culture, Language and Thought, etc.	Lectures	Mid and final exam/ Class- participation

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	Showing the differences between Speech Communities, Discourse Communities and Communities of practice.		
1.2	Familiarizing students with the main concepts of sociolinguistics such as societal multilingualism, diglossia, language attitudes and language maintenance and shift.	Lectures	Mid and final exam/ Class- participation
1.3	Distinguish between: Language and Dialect; Dialect and Accent; Standard and non-Standard; Pidgin and Creole; Idiolect and Sociolect; Metaphorical and Situational Code-switching, etc.	Lectures	Quizzes Exams
2.0	Skills		
2.1	Discuss some sociolinguistic issues such as: Diglossia, Code-choice and Code-switching.	Lectures	Mid and final exams, Assignment
2.2	Familiarizing students with the main concepts of sociolinguistics such as societal multilingualism, diglossia, language attitudes and language maintenance and shift.	Lectures	Mid and final exams, Assignment
2.3	independently using knowledge of sociolinguistics	Lectures	Exams
3.0	Values		
3.1	To participate in class discussion	Lectures	Performance on quizzes, mid-term test and final written exam shows how students recall and synthesize information;
3.2	To develop cross-cultural tolerance	Discussions	Class Participation
...			

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1 Mid Term	8	30
2	Presentations	14	10
3	Quiz	11	10
4	Assignments	All along	10
5			
6			
7	Final exam	End off term	40
8			

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

. 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)

Students are provided with weekly advice hours during which students raise their awareness about lectures, homework, website material, etc. Particular attention is given to weak students with learning difficulties to help them progress and catch up with the other students.

F. Learning Resources and Facilities

1. Learning Resources

<p>Required Textbooks</p>	<ul style="list-style-type: none"> • Wardaugh, R. (2004). <i>An Introduction to Sociolinguistics</i>. Oxford: Blackwell. • Spolsky, B. (2010). <i>Sociolinguistics</i>. Oxford: Oxford University Press. • <i>A set of materials collated and adapted from various sources (both printed and digital materials).</i>
<p>Essential References Materials</p>	<p>Bernstein, Basil. (1971). <i>Class, Codes and Control</i> (5 vols.). London: Routledge.</p> <p>Hudson, R.H. (2012). <i>Sociolinguistics</i>. Cambridge: Cambridge University Press (online edition).</p> <p>Kramsch, Claire. (2003). <i>Language and Culture</i>. Oxford: Oxford University Press.</p> <p>Labov, William. (1972). <i>Language in the Inner City</i>. Blackwell.</p> <p><u>Mesthrie, Rajend.</u>(2019). <i>The Cambridge Handbook of Sociolinguistics</i>. Cambridge: Cambridge University Press.</p> <p>Rampton, Ben. (1995). <i>Language Crossing: Language and Ethnicity among Adolescents</i>. London: Longman.</p>
<p>Electronic Materials</p>	<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <ul style="list-style-type: none"> • .WWW. sociolinguistics.EDU. <p>D2L Material</p>

Other Learning Materials	<ol style="list-style-type: none"> 1. Other learning material such as computer-based programs/CD, professional standards or regulations and software. http://sdl.edu.sa/SDLPortal/AR/Publishers.aspx
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2. Facilities Required

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.)

- Class room with at least 24 seats
- Library

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

1. Class room with at least 24 seats
2. Library

2. Technology resources (AV, data show, Smart Board, software, etc.)

3. Data show
4. Internet access

G. Course Quality Evaluation

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
2. Midterm evaluation feedback form to increase instructor's awareness of the weak and strong points of the class.
3. At the end of every course, the Registration Department of the university conducts survey. Students are required to fill out a form containing questions about the effectiveness of the course in general and about the effectiveness of the teacher in particular.
- 4.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Within the semester activities, students are frequently interrogated about the effectiveness of teachers and the courses they teach by the Chairman of the Department and the English Language Coordinator.

3. Processes for Improvement of Teaching

- Implementation of reflective teaching through receiving students' feedback about the course effectiveness and teaching strategies to improve the course
- Sustainable reviewing and reading in the field of English language teaching

Arranging seminars, attending workshops, and training sessions in teaching methods and strategies.

5. 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)

6. Marking of a sample of student work is periodically checked by an independent teaching staff member.

7. Students who believe they are under graded can have their papers checked by a second reader

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Student satisfaction surveys	Accreditation Department	Indirect Method
Student's feedback	Students	Indirect Method
Question Papers	Examination Committee	Direct
Feedback forms on certain parameters of Teaching	Students	Indirect Method
Result Analysis of the Mid Exams and final exams	Course Instructor	Direct Method
Teaching Quality	Department Coordinator	Indirect Method

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes ,Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods(Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department Board/Council; Academic Board and Committee for Course/Curricula Development
Reference No.	1/40/52630/
Date	9/3/1437