



Course Specification

(Bachelor)

Course Title: Sociolinguistics

Course Code: 325 ENGL

Program: BA

Department: English Language

College: College of Education

Institution: : Majmaah University

Version: T- 153- 2023

Last Revision Date:



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	5
D. Students Assessment Activities	6
E. Learning Resources and Facilities	6
F. Assessment of Course Quality	7
G. Specification Approval	8





A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (7)

4. Course general 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, and 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.).

5. Pre-requirements for this course (if any):

Introduction to Linguistics ENGL215

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

By the end of the course, students should be able 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.
- Briefly describe any plans for developing and improving the courses 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).

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	45	%100
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	5
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify key concepts, ideas and terms related to Sociolinguistics showing the relationship between: Language and Culture, Language and society.	K1	Lectures/Peer Reviewing	Tests/Quizes
1.2				
...				
2.0	Skills			
2.1	- Cognition: Realize and Distinguish between different approaches, functions and concepts in sociolinguistics.	S2	<ul style="list-style-type: none"> lecturing interactive class discussion 	Assignments/pre presentations
2.2	- Communication: Present and discuss various topics in sociolinguistics.	S1	<ul style="list-style-type: none"> lecturing interactive class discussion 	Assignments/group projects, interpretation tasks.
...				
3.0	Values, autonomy, and responsibility			
3.1	Show teamwork skills from their work on project, academic commitment, ethical principles and group discussions/presentations.	V1 & V2	Individual assignments	Observation Rubric
3.2				
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Introductory lecture and Course Orientation	3
2.	Definition of Sociolinguistics and the Sociology of Language.	3





3.	Language Variation Language Varieties,, Language vs. Dialect, Idiolect vs. Sociolect, Jargon, Diglossia, etc.	6
4.	Language and Gender	6
5.	Choosing a Code: Diglossia and Code switching Restricted and Elaborated Codes Language-crossing	6
6.	Language and Bias: Power and Ideology	3
7.	Language Contact: Bilingualism, Multilingualism and Language Policy: Multilingualism and Multiculturalism; Language Maintenance and Shift; language Death – Language Rights; and Pidgins and Creoles.	6
8.	Speech Community and Discourse Community Community of Practice	3
9.	Language Policy and Planning	3
10.	Project Presentation and Discussion (students divided into groups and required to conduct a term project on Sociolinguistics; including a presentation and report)	3
11.	Revision	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz(zes)	From 2 nd till 8 th	%10
2.	Written Mid-Term Test	7 th	%30
3.	Reflective Blogs - presentations	All the way through	%10
4.	Assignments	All the way through	%10
5.	Final	16	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References

- Wardaugh, R. (2004). *An Introduction to Sociolinguistics*. Oxford: Blackwell.
- Spolsky, B. (2010). *Sociolinguistics*. Oxford: Oxford University Press.





	<ul style="list-style-type: none"> A set of materials collated and adapted from various sources (both printed and digital materials).
Supportive References	<ul style="list-style-type: none"> Bernstein, Basil. (1971). Class, Codes and Control (5 vols.). London: Routledge. Hudson, R.H. (2012). Sociolinguistics. Cambridge: Cambridge University Press (online edition). Kramsch, Claire. (2003). Language and Culture. Oxford: Oxford University Press. Labov, William. (1972). Language in the Inner City. Blackwell. Mesthrie, Rajend. (2019). The Cambridge Handbook of Sociolinguistics. Cambridge: Cambridge University Press. Rampton, Ben. (1995). Language Crossing: Language and Ethnicity among Adolescents. London: Longman.
Electronic Materials	<ul style="list-style-type: none"> WWW.sociolinguistics.EDU <p>D2L Material</p>
Other Learning Materials	http://sdl.edu.sa/SDLPortal/AR/Publishers.aspx

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	NA
Technology equipment (projector, smart board, software)	NA
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	-Indirect (CES + PES + SES)





Assessment Areas/Issues	Assessor	Assessment Methods
		-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.
	Faculty and Program Leaders	Direct assessment of course learning outcomes
Effectiveness of students assessment	Faculty and Program Leaders	Direct assessment of course learning outcomes
Quality of learning resources	Students	Indirect (CES + PES + SES)
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department of English Language Council
REFERENCE NO.	
DATE	

