|  |  |
| --- | --- |
| **Course Title:** | **Sociolinguistics**  |
| **Course Code:** | **ENG 325** |
| **Program:** | **B.A English**  |
| **Department:**  | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours:3** |  |
| **2. Course type** |
| **a.** | University | **×** | College |  | Department | **X** | Others |  |  |
| **b.** | Required | **×** | Elective |  |  |
| **3. Level/year at which this course is offered:** | **Level 7** |
| **4. Pre-requisites for this course** (if any)**:ENGL 215** |
| **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** | 40 | 89% |
| **2** | **Blended**  | 5 | 11% |
| **3** | **E-learning** |  |  |
| **4** | **Correspondence** |  |  |
| **5** | **Other** |  |  |

**7. Actual Learning Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Learning Hours** |
| **Contact Hours** |
| **1** | **Lecture** | 40 |
| **2** | **Laboratory/Studio** | 5 |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 45 |
| **Other Learning Hours\*** |
| **1** | **Study**  | 3 |
| **2** | **Assignments** | 1 |
| **3** | **Library** | 1 |
| **4** | **Projects/Research Essays/Theses**  | 2 |
| **5** | **Others**(specify) | ------- |
|  | **Total** | 7 |

**\***The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

# 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, 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.). |
| 2. Course Main ObjectiveBy 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 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).
 |

## 3. Course Learning Outcomes

| **CLOs** | **Aligned PLOs** |
| --- | --- |
| 1 | **Knowledge:** |  |
| 1.1 | Define key concepts, ideas and terms related to Sociolinguistics. | 1.11.2 |
| 1.2 | Identify the relationship between: Language and Culture, Language and Thought, etc. | 1.11.3 |
| 1.3 | Showing the differences between Speech Communities, Discourse Communities and Communities of practice. | 1.21.3 |
| 1.4 | Explain the main concepts of sociolinguistics such as societal multilingualism, diglossia, language attitudes and language maintenance and shift. | 1.31.4 |
| **2** | **Skills :** |  |
| 2.1 | Distinguish between: Language and Dialect; Dialect and Accent; Standard and non-Standard; Pidgin and Creole; Idiolect and Sociolect; Metaphorical and Situational Code-switching, etc. | 2.12.3 |
| 2.2 | Discuss some sociolinguistic issues such as: Diglossia, Code-choice and Code-switching. | 2.12.2 |
| **3** | **Competence:** |  |
| 3.1 | Show ability to think independently using knowledge of sociolinguistics | 3.13.2 |
| 3.2 | Exhibit ability to communicate | 3.23.3 |
| 3.3 | Demonstrate good time management (e.g. meeting deadlines for assignments and projects). | 3.1 |
| 3.4 | Effectively utilizing sociolinguistic knowledge (e.g. knowing how conversation works, the significance of code-switching, role of multilingualism, etc.). | 3.2 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Introductory lecture and *Course Orientation* | 3,3 |
| 2 | Definition of Sociolinguistics and the Sociology of Language**.** | 3,3 |
| 3 | Language Variation Language Varieties,, Language vs. Dialect, Idiolect vs. Sociolect, Jargon, Diglossia, etc. | 3,3 |
| 4 | Language and Gender | 3,3 |
| 5 | Choosing a Code: Diglossia and Code switchingRestricted and Elaborated CodesLanguage-crossing | 3,3 |
| 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. | 3 |
| 8 | Speech Community and Discourse CommunityCommunity 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 |
|  | Revisions, Midterm and Final Exam |  |
| **Total** | 45 |

# 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** |
| 1.1 | Memorize key concepts, ideas and terms related to Sociolinguistics | * Lectures
* Class discussion
* Worksheets
 | * Tests
* Assignments/response papers-Midterm and Final Exam
 |
| 1.2 | Review the complexity of the relationship between: Language and Culture, Language and Thought, etc. | * Lectures
* Class discussion
 | * Tests

Assignments/response papers-Midterm and Final Exam |
| 1.3 | Showing the differences between Speech Communities, Discourse Communities and Communities of practice. | * Collaborative learning/Team work
 | • Tests• Assignments/response papers-Midterm and Final Exam |
| 1.4 | Familiarizing students with the main concepts of sociolinguistics such as societal multilingualism, diglossia, language attitudes and language maintenance and shift | * Lectures
* Practical applications
 | * Tests

Assignments/response papers-Midterm and Final Exam |
| **2.0** | **Skills** |
| 2.1 | Distinguish between: Language and Dialect; Dialect and Accent; Standard and non-Standard; Pidgin and Creole; Idiolect and Sociolect; Metaphorical and Situational Code-switching, etc. | Collaborative learning | Group assignments/projects* Tests
* Assignments/response papers

Midterm and Final Exam |
| 2.2 | Discuss some sociolinguistic issues such as: Diglossia, Code-choice and Code-switching. | * Lectures
* Practical applications
 | * Group assignments/projects
* Tests
* Assignments/response papers

Midterm and Final Exam |
|  |  |  |  |
| **3.0** | **Competence** |
| 3.1 | Exhibit ability to communicate | * Lectures
* Practical applications
 | * Tests

Assignments/response papers-Midterm and Final Exam |
| 3.2 | Effectively utilizing sociolinguistic knowledge (e.g. knowing how conversation works, the significance of code-switching, role of multilingualism, etc.). | Collaborative learning | * Tests

Assignments/response papers-Midterm and Final Exam |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | 1st mid-term | 9th | 20 % |
| **2** | 2nd mid-term | 11th | 20 % |
| **3** | Assignments and participation | All along | 20 % |
| **4** | Final exam | 16th | 40 % |

**\*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 :** |
| * 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

## Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | * ***Wardaugh, R. (2004). An Introduction to Sociolinguistics*. Oxford: Blackwell.**
* ***Spolsky, B*. (2010). Sociolinguistics. Oxford: Oxford University Press.**
* ***A set of materials collated and adapted from various sources (both printed and digital materials)*.**
 |
| **Essential References Materials** | 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](https://www.goodreads.com/author/show/685396.Rajend_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** | * **WWW.sociolinguistics.EDU**

D2L Material |
| **Other Learning Materials** | <http://sdl.edu.sa/SDLPortal/AR/Publishers.aspx> |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | * Class room with at least 24 seats
* Library
 |
| **Technology Resources**(AV, data show, Smart Board, software, etc.) | * Data show
* Internet access
 |
| **Other Resources** (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) |  ------------------------------------------------------ |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| 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. | Students, Faculty, Program Leaders, Peer Reviewer, | * Exams
* Assignments
* Presentations
 |
| • 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. | Students, Faculty, Program Leaders, Peer Reviewer | Direct, Indirect |

**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 Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |