



جامعة المجمعة  
Majmaah University

# Course Specifications



Institution:	Majma'ah University
Academic Department :	Department of English
Programme :	B.A in English
Course :	Eng 407 – <b>Language and Society</b>
Course Coordinator :	Dr. Mahmoud Fawares
Programme Coordinator :	Dr. Salah Alfarwan
Course Specification Approved Date :	.../ ... / ..... H <input type="checkbox"/>

### A. Course Identification and General Information

1 - Course title :	<b>Introduction to Sociolinguistics</b>	Course Code: Eng 407
2. Credit hours :	(3) <input type="checkbox"/> <input type="checkbox"/>	
3 - Program(s) in which the course is offered:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4 – Course Language :	<input type="checkbox"/>	
5 - Name of faculty member responsible for the course:	Mahmoud Fawares	
6 - Level/year at which this course is offered :	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7 - Pre-requisites for this course (if any) :		





8 - Co-requisites for this course (if any) :

- **None**

9 - Location if not on main campus :

(Ramah campus)

10 - Mode of Instruction (mark all that apply)

A - Traditional classroom

What percentage?

  
..... % 

B - Blended (traditional and online)

What percentage?

  
**100** % 

D - e-learning

What percentage?

  
..... % 

E - Correspondence

What percentage?

  
..... % 

F - Other

What percentage?

  
..... % 

Comments :

## B Objectives

What is the main purpose for this course?

Students will be able to get a complete knowledge of sociolinguistics and the sociology of language

Briefly describe any plans for developing and improving the course that are being implemented:

1. Students are encouraged to consult the web to read more about the social factors that affect language.

## C. Course Description





## 1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Introduction	1	3
The types of regional and social variation within language	1	3
The phenomena of pidgins and creoles	1	3
Conceiving language as codes	1	3
Factors in language variation	1	3
The language change	1	3
The social and cultural issues	1	3
The speech in a broad social context	1	3
The terms of address and expressions of politeness	1	3
Certain characteristics of everyday language	1	3
The gender in language study	1	3
The language planning issues	1	3
Revision	1	3

## 2. Course components (total contact hours and credits per semester):

<input type="checkbox"/>	Lecture	Tutorial	Laboratory	Practical	Other:	Total
<b>Contact Hours</b>	<b>39</b> <input type="checkbox"/>	<b>None</b>	<b>none</b>	<b>none</b>	<b>none</b>	<b>39</b> <input type="checkbox"/>





Credit	3□	None	none	none	none	.....3.□
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□

**3. Additional private study/learning hours expected for students per week.**

**3 hours  
per week**

□

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

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
<b>1.1</b>	Description of the knowledge to be acquired 1. How language varies with the context of situation according to gender, age. 2. Language variation is exemplified in different situations and according to different language situations e.g. pidgins, creoles.	Lectures	Quizzes
<b>1.2</b>	The students should have the confidence to speak.	Class discussion	Class exercises and writing assignments
<b>1.3</b>		.....	Mid terms
<b>1.4</b>		.....	Final exam
<b>2.0</b>	<b>Cognitive Skills</b>		





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
2.1	Students will have the ability to: 1. Develop students' analytical thinking.	Lectures	Class participation
2.2	2. To examine how different social contexts affect language use.	Presentation	Home assignments
2.3		Individual meetings	Midterms
2.4	.....	.....	Final exam
2.5	.....	.....	
2.6	.....	.....	.....
<b>3.0</b>	<b>Interactional Skills &amp; Responsibility</b>		
3.1	1- Students can complete both reading and writing assignments in due time  Working with classmates in group presentations	1. Class discussions. 2. In-class group presentations. 3.Exercises	class participation
3.2	2- Students can participate in class discussion 3. Students can act responsibly and ethically in carrying out individual as well as group projects.	.....	Midterm exam
3.3	3- Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team	.....	Final exams
3.4	.....	.....	Individual supervision hours





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
3.5	.....	.....	.....
3.6	.....	.....	.....
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	1. Use academic English orally and in writing.		
4.2	2. Using the web for researching presentations.	.....	.....
4.3	3. Supplementing their presentations with pictures and web-based material.	.....	.....
4.4	.....	.....	.....
4.5	.....	.....	.....
4.6	.....	.....	.....
5.0	<b>Psychomotor</b>		
5.1		Conversations	Class discussion
5.2	.....	.....	.....
5.3	.....	.....	.....
5.4	.....	.....	.....
5.5	.....	.....	.....
5.6	.....	.....	.....

### 5. Schedule of Assessment Tasks for Students During the Semester:





	Assessment task	Week Due	Proportion of Total Assessment
1	1st midterm	Week9	20%
2	Class exercises, assignments and project	All a long	20%
3	Quizzes	Week 6	10%
4	Participation and attendance	All along	10%
5	Final exam	End of the semester	40%
6			
7			
8	.....	.....	.....





## D. Student Academic Counseling and Support

Reachable via email or personal attendance.

## E. Learning Resources

**1. List Required Textbooks :** Holmes, Janet(2008) An Introduction to Sociolinguistics, 3rd Edition. England: Pearson Education Limited

**2. List Essential References Materials :**

- .....

**4. List Recommended Textbooks and Reference Material :**

- .....

**4. List Electronic Materials :**

- Coulmas, Florian. (2005) Sociolinguistics: The Study of Speakers' Choices. Cambridge: Cambridge University Press

- Romaine, Suzanne. (2000). Language in Society: An Introduction to Sociolinguistics, 2nd Edition. Oxford & New York: OUP.

- Trudgill, Peter. (2000). Sociolinguistics: An Introduction to Language and Society, 4th Edition. Harmondsworth, Middlesex, England: Penguin Books.

- Wardhaugh, R. (2006). An Introduction to Sociolinguistics, 5th Edition. England: Blackwell Publishers Ltd.

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**5. Other learning material :**

- .....
- .....
- .....



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## F. Facilities Required

<b>1. Accommodation</b> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
<b>2. Computing resources</b> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
<b>3. Other resources</b> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>

## G Course Evaluation and Improvement Processes

<b>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:</b> <ul style="list-style-type: none"><li>• <b>Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class</b></li></ul>
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- End of term college evaluation of course by students ( to be collected by the department)
- End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.

## 2 Other Strategies for Evaluation of Teaching by the Program/Department

Instructor :

- Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.

## 3 Processes for Improvement of Teaching :

- Training sessions
- Workshops to facilitate the exchange of experiences amongst faculty members
- Regular meetings where problems are discussed and solutions given
- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences.
- Keep up to date with pedagogical theory and practice
- Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

## 4. Processes for Verifying Standards of Student Achievement

- Check marking of a sample of examination papers either by a resident or visiting faculty member
- Students who believe they are under graded can have their papers checked by a second reader.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- . Compare syllabus and course description with other universities (including those on the net)
- 2. Bi-annual meetings of faculty members to discuss improvement





## Course Specification Approved

Department Official Meeting No ( ..... ) Date ... / ... / ..... H

**Course's Coordinator**

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**Department Head**

**Name :**  Dr. Mahmoud  
Fawares

[ **Name :**  Dr. Salah Alfarwan

**Signature :**  .....

[ **Signature :**  .....

**Date :**  ... / ... / ..... H

[ **Date :**  ... / ... / ..... H

