



## Course Specifications

<b>Course Title:</b>	<b>Sociolinguistics</b>
<b>Course Code:</b>	<b>LING 241</b>
<b>Program:</b>	<b>Applied Linguistics</b>
<b>Department:</b>	<b>Applied Linguistics</b>
<b>College:</b>	<b>College of Languages</b>
<b>Institution:</b>	<b>Princess Nourah Bint Abdulrahman University</b>



## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply)	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description	3
2. Course Main Objective	3
3. Course Learning Outcomes	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	4
2. Assessment Tasks for Students	5
<b>E. Student Academic Counseling and Support .....</b>	<b>5</b>
<b>F. Learning Resources and Facilities.....</b>	<b>6</b>
1. Learning Resources	6
2. Facilities Required	6
<b>G. Course Quality Evaluation .....</b>	<b>7</b>
<b>H. Specification Approval Data .....</b>	<b>8</b>



## A. Course Identification

<b>1. Credit hours:</b> 4
<b>2. Course type</b>
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"/>
<b>3. Level/year at which this course is offered:</b> Level 6
<b>4. Pre-requisites for this course (if any):</b> Introduction to Linguistics LING 111
<b>5. Co-requisites for this course (if any):</b> None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	40

## B. Course Objectives and Learning Outcomes

<p><b>1. Course Description</b></p> <p>The course aims to enable students to analyze the relationship between language and society by providing students with the knowledge of sociolinguistic theory, research methods, main concepts and terminology along with developing the relevant application skills.</p>
<p><b>2. Course Main Objective</b></p> <p>The course aims to introduce students to the field of sociolinguistics, particularly to teach students:</p> <p>A. reasons why people speak differently in different social contexts,            B. the social functions of language and the ways it is used to convey social meaning,            C. how language works, as well as about the social relationships in a community, and            D. the way people convey and construct aspects of their social identity through their language.</p>



### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	define basic concepts and terms in sociolinguistics.	K1
1.2	recognize the relationship between language and society.	K2
2	<b>Skills :</b>	
2.1	analyse different theoretical and experimental approaches used in sociolinguistic research.	S5
2.2	explain how language variation and the related phenomenon of language choice signal the social identity of speakers and their social relationships.	S5
2.3	justify how power relationships are reflected in language use.	S6
3	<b>Values:</b>	
3.1	Demonstrate the ability to work effectively in a team.	V1

### C. Course Content

No	List of Topics	Contact Hours
1	What does sociolinguistics study?	(2)
2	Language choice in multilingual communities	(2)
3	Language maintenance and shift Linguistic varieties and multilingual nations	(6)
4	National languages and language planning	(2)
5	Language Variation: Regional and social dialects Gender and age	(2)
6	Ethnicity and social networks Language change	(2)
7	Language Variation: Style, context and register Speech functions, politeness	(3)
8	Gender, politeness and stereotypes	(3)
9	Language, cognition and culture	(3)
10	Analyzing discourse	(3)
11	Attitudes and applications	(3)
12	Sociolinguistic competence, Dimensions of sociolinguistic analysis, and Sociolinguistic universals	(3)
13	Project discussions: Outlining project task and assessment criteria Discussing topics for projects	(3)
14	project discussions/presentations	(3)
<b>Total</b>		(40)

### 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	<b>Knowledge and Understanding</b>		
1.1	define basic concepts and terms in sociolinguistics.	Lecture using visuals.	Participation, quizzes and exams,



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			and assignments assessments.
1.2	recognize the relationship between language and society.	Chunking.	Assessing students' participation (checking their note-taking, asking questions, assessments)
<b>2.0</b>	<b>Skills</b>		
2.1	analyse different theoretical and experimental approaches used in sociolinguistic research.	Lectures Activities in class Assignments Annotating and paraphrasing sources	Quizzes and exams. Evaluating students' ability to complete tasks and assignments.
2.2	explain how language variation and the related phenomenon of language choice signal the social identity of speakers and their social relationships.	Inquiry-based instruction Lectures Activities in class Assignments	Assessing participation in class and project Quizzes and exams
2.3	justify how power relationships are reflected in language use.	Analyzing images	Assessing students' ability to analyze discourse
<b>3.0</b>	<b>Values</b>		
3.1	Demonstrate the ability to work effectively in a team.	Role playing Collaborative learning Participation in individual, pair, and group work	Participation assessment Project assessment.

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Class work / participation	weekly	5%
2	Quiz 1	3	5%
3	Midterm exam	5	30%
4	Presentation	9	5%
5	Project	10	15%
6	Final exam	TBA	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 :**

- Each instructor will have office hours available for the students.
- Each instructor will provide the students with the course syllabus document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.
- For academic guidance, students may consult their assigned academic advisors.



## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Holmes, Janet (2013) <u>An Introduction to Sociolinguistics</u> . 4th edition. London and New York: Routledge.
<b>Essential References Materials</b>	<p>International Journal of Language in Society            Anthropological Linguistics            Annual Review of Anthropology            Journal of Multilingual and Multicultural Development            Journal of Sociolinguistics            Wardhaugh, Ronald (2010) <u>An introduction to Sociolinguistics</u>. 6th edition. Oxford: Wiley-Blackwell.</p> <p><a href="http://home.lu.lv/~pva/Sociolingvistika/1006648_82038_wardhaugh_r_an_introduction_to_sociolinguistics.pdf">http://home.lu.lv/~pva/Sociolingvistika/1006648_82038_wardhaugh_r_an_introduction_to_sociolinguistics.pdf</a>            Meyerhoff, M. (2006) <u>Introducing Sociolinguistics</u>. London/N.Y.: Routledge:</p> <p><a href="http://home.lu.lv/~pva/Sociolingvistika/0891160_FFF6C_meyerhoff_miriam_introducing_sociolinguistics.pdf">http://home.lu.lv/~pva/Sociolingvistika/0891160_FFF6C_meyerhoff_miriam_introducing_sociolinguistics.pdf</a>            Meyerhoff, M. and Schlee, E. (eds.)(2010) <u>The Routledge Sociolinguistics Reader</u>. London/N.Y.: Routledge.  <a href="http://ling.umd.edu/~idsardi/papers/2010rsr.pdf">http://ling.umd.edu/~idsardi/papers/2010rsr.pdf</a>            Stockwell, P. (2002) <u>Sociolinguistics: A Resource Book for Students</u>. London: Routledge.            Encyclopedia of Language and Linguistics 2nd ed.  <a href="http://www.sciencedirect.com/science/referenceworks/9780080448541#anc1040">http://www.sciencedirect.com/science/referenceworks/9780080448541#anc1040</a>            The Concise Encyclopedia of Sociolinguistics. 2001. UNSW eLibrary</p>
<b>Electronic Materials</b>	David Crystal's homepage: <a href="http://www.davidcrystal.com/David_Crystal/english.htm">http://www.davidcrystal.com/David_Crystal/english.htm</a> William Labov's homepage: <a href="http://www.ling.upenn.edu/~wlabov/">http://www.ling.upenn.edu/~wlabov/</a>
<b>Other Learning Materials</b>	----

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Traditional classrooms
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	E-podium system (computer and a projector) – Blackboard - Microsoft PowerPoint – Microsoft Teams
<b>Other Resources</b>	College resources center and library for doing research.



Item	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
Effectiveness of teaching process	Course instructors	<ul style="list-style-type: none"> <li>Tracking the students' progress and grades.</li> </ul>
Effectiveness of assessment process	Course instructors	<ul style="list-style-type: none"> <li>Students' general standard in the course based on their test scores.</li> <li>Assignments completed by the students in accordance with expected standards.</li> </ul>
Verifying the achievement of course learning outcomes.	Program committee - Course coordinator	<ul style="list-style-type: none"> <li>Regular meetings to be held with program committee.</li> <li>Examining the course/teacher evaluations at the quality assurance unit at the end of each semester</li> </ul>
Obtaining student feedback on effectiveness of teaching	Quality assurance unit	<ul style="list-style-type: none"> <li>Using anonymous students' feedback throughout semester.</li> <li>Students' evaluation of the course via questionnaires.</li> </ul>
Improving course teaching	Course instructors – Program committee	<ul style="list-style-type: none"> <li>Workshops and training sessions to be held by the course coordinator.</li> <li>Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.</li> </ul>
Verifying standards of student achievement	Course instructors - Program committee	<ul style="list-style-type: none"> <li>A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s).</li> <li>Second marking can also be an effective strategy for verifying standards student achievement and marking policy.</li> <li>Internal course periodic review.</li> </ul>

**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

<b>Council / Committee</b>	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
<b>Reference No.</b>	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
<b>Date</b>	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

