T-104

Course Specification

Course Title:	Sociolinguistics
Course Code:	ENG26392
Program:	BA, English
Department:	Department of English
College:	College of Arts
Institution:	University of Bisha
Version:	*Course Specification Version Number*
Last Revision Date:	*Pick Revision Date.*

Table of Contents:

A. General information about the course:

Course Identification	
1. Credit hours:	2 hours per week

2. Course type

a.	University ☐	College ☐	Department ☒	Track☐	Others☐
b.	Required ☐	Elective☒			

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

Level 6/year 3

4. Course general Description

This course provides an overview of the field of sociolinguistics – studying language in its social context i.e. studying the relationship between language and society. It will look at language variation at all levels and show how such variation constructs and is constructed by identity and culture. It reviews the types of variation in English (across dialects in the US and Great Britain, within "Standard" American and British varieties of English in the US and Britain respectively, and across and within world varieties of English. Topics like diglossia, languages in contact, language attitudes, language and gender, ethnography of speech, language varieties, language maintenance and shift, language planning and policy, language and identity, and sociolinguistic fieldwork are among the important components of this course.

5. Pre-requirements for this course (if any): None

ENG6251

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

7. Course Main Objective(s)

By the end of the course, learners will be able to:

1. Show their awareness of the ways that language and social contexts interact, and develop their ability to explain some of these interactions.

2. Show their understanding of concepts, terminology, and research paradigms which are important in understanding sociolinguistic work.

3.Use of sociolinguistic principles and research in teaching, workplace, and everyday situations

4. Practice some analytical techniques in sociolinguistic work

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	23	77%
2.	E-learning	7	23%
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30

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 the different standards, varieties and dialects of English all over the world..	K.2	Lecturing, Relate content to students' previous knowledge, Constant review, detailed explanations, Lecturing. Presentation. Corrective feedback. Pair/Group Work. Demos.	Classroom Assignments Quizzes Midterm Tests Both online and classroom Activities Online Tests and Assignments Final Exams
1.2	Recognize the ways language and social contexts interact	K.1		
1.3	Explain concepts, terminology, and research paradigms which are important in understanding sociolinguistic work.	K.1		
2.0	Skills			
2.1	Apply sociolinguistic solutions to social and political problems.	S.1	Discussions Lectures Explaining Presentation.	Quizzes. Assignments. Activities (Online-
2.2	Measure language varieties and linguistic variation in society.	S.1		
2.3	Execute professional ideas clearly and prepare oral and written materials for presentations.	S.5		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			Corrective feedback. Pair/Group Work. Demos.	classroom-homework). Oral tests. Term/Final exams
3.0	**Values, autonomy, and responsibility**			
3.1	Interpret sociolinguistic data.	V.5	Presentation. Interactive Demos.	Activities (Online)..
3.2	Plan techniques, skills, and sociolinguistics research tools necessary to language planning and language policy practices.	V.3		

C. Course Content

No	List of Topics	Contact Hours
1.	General introduction to the course and its components	2
2	Language dialects, pidgins and Creoles	4
3	Speech community- Language variation- languages in contact, bilingualism	2
4	World Varieties of English	4
5	Diglossia-Attitudes to Language	2
6	Language and Gender	2
7	Language and Identity	2
8	Ethnographies	2
9	Sociolinguistic fieldwork	4
10	Language planning and language policy	2
11	(Terms of) Solidarity and politeness	2
12	Revision	2

Total	30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	-----	10%
2.	Midterm	6-7	20%
3.	Activities (class-online)	-----	10%
.4	Assignments	-----	5%
5	Participation	-----	5%
6	Final Exam	11th	50%

*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	1 1. Wardhaugh, Ronald. (2014). An Introduction to Sociolinguistics (7th ed.). Malden, MA and Oxford, UK: Wiley-Blackwell
Supportive References	
Electronic Materials	1.https://www.linguistlist.org/https://en.wikipedia.org/wiki/Linguist_List2. https://www.amazon.com/Introduction-Sociolinguistics-Ronald-. Wardhau Journal of Sociolinguistics - Wiley Online Library 3. http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9841
Other Learning Materials	

2. Required Facilities and equipment

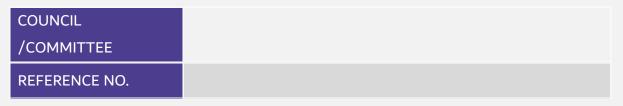| Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	A well-equipped classroom with smart board data show.
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to connect laptops to projectors and either speakers or CD players for audio educational materials.
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	• Students • Teacher • Program Coordinator • Peer Reviewers	•Questionnaires. •Direct feedback. •Peer reviews reports. •Class observations and reviews. •Annual staff reports. Course and program reports.
Effectiveness of students assessment	• Teacher • Program Coordinator	•Questionnaires •Direct feedback. •Peer reviews reports. •Class observations and reviews. •Annual staff reports. •Course and program reports. Exam paper evaluation
Quality of learning resources	• Teacher • Program Coordinator	•Questionnaire. Course and program reports
The extent to which CLOs have been achieved	• Teacher • Program Coordinator	•Exam results analysis. Course and program reports.
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	