



2023

TP-153



## Course Specification — (Bachelor)

**Course Title:** Sociolinguistics

**Course Code:** LANT1405

**Program:** English Language, BA

**Department:** Languages and Translation Department

**College:** Faculty of Education and Arts

**Institution:** University of Tabuk

**Version:** 2023.10

**Last Revision Date:** 2022



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## A. General information about the course:

### 1. Course Identification

#### 1. Credit hours: ( 2 )

#### 2. Course type

A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		

#### 3. Level/year at which this course is offered: Level 8

#### 4. Course general Description:

This course examines the relationship between language and society focusing on language variation, multilingualism, language attitudes, diglossia, language change, and culture. A major focus will be on how different languages and language varieties co-exist, complement, or replace other languages and language varieties or even result in new languages. The course is activity-based and will encourage students to observe language as it is used around them. They may be required to collect and analyze authentic language data in use within the community.

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

LANT1209 Introduction to Linguistic Studies

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

#### 7. Course Main Objective(s):

This course is designed to help students to:

- Notice how language is used and how it varies across the array of contexts in which we engage daily.
- Understand different perspectives on context, including identities, social institutions, cultural values, and their relationships with language.
- Generate, collate, and analyze samples of authentic language use.

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning		
	Hybrid		
3	<ul style="list-style-type: none"> <li>● Traditional classroom</li> <li>● E-learning</li> </ul>		
4	Distance learning		





### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	<b>Lectures</b>	40
2.	<b>Laboratory/Studio</b>	-
3.	<b>Field</b>	-
4.	<b>Tutorial</b>	-
5.	<b>Others (specify)</b>	-
<b>Total</b>		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
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Identify sociolinguistic notions concerning style, register, and context.	K2	Lectures Discussion	Assignments Quizzes Exam
1.2	Describe language choices, language variation, and language impact on identity in multilingual language communities.	K2		
1.3	Recognize how language varies according to the context of the situation.	K1		
<b>2.0</b>	<b>Skills</b>			
2.1	Differentiate sociolinguistic notions concerning style, register, and context.	S4	Lectures Discussions Class activities	Quizzes Exams  Undertaking small-scale research, with a focus on language variation in the community. Exams
2.2	Analyze language in a range of social contexts.	S4		
2.3	Compare different cultures, applying different sociolinguistic concepts and communicating complex ideas.	S1		
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.1	Adhere to academic and research ethics and acceptance of other cultures.	V1	Lectures Discussions	Homework assignments Group oral presentation Small-scale research
3.2	Manage autonomous tasks effectively	V2	Lectures Discussions Class activities	
3.3	Complete collaborative data collection and analysis with responsibility.	V3	Lectures Discussions Class activities	

### C. Course Content

No	List of Topics	Contact Hours
1	What is Sociolinguistics?	2
2	Language Choice in Multilingual Speech Communities	2
3	What are the different ways we say things	2
4	Social factors, dimensions and explanations	2
5	Language Death, Maintenance, and Revival	2
6	Factors contributing to language shift	2
7	Linguistic Varieties • <i>language</i> • <i>dialect</i> • <i>register</i>	2
8	• <i>pidgin</i> • <i>creole</i> • <i>standard variety</i> • <i>Regional and social variation</i>	2
9	Language and Identity	2
10	Regional and social dialects	2
11	Code switching and code mixing	2
12	Language, Age, and Gender	2
13	Language Change	2
14	Language Variation	2
15	Style, Context, and Register / Language and culture	2
<b>Total</b>		<b>30</b>

### D. Students Assessment Activities-

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	8	20%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2.	Homework assignments	5 + 10	10%
3.	Group oral presentation	13	10%
4.	Small-scale research	14	20%
5.	Final Exam	16-17	40%
...		<b>Total</b>	<b>100%</b>

\*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	<ul style="list-style-type: none"> <li>Holmes, J., &amp; Wilson, N. (2022). <i>An introduction to sociolinguistics</i>. Routledge.6th edition</li> </ul>
Supportive References	<ul style="list-style-type: none"> <li>Coulmas, Florian. (2005) Sociolinguistics: The Study of Speakers' Choices. Cambridge: Cambridge University Press.</li> <li>Romaine, Suzanne. (2000). Language in Society: An Introduction to Sociolinguistics, 2nd Edition. Oxford &amp; New York: OUP.</li> <li>Trudgill, Peter. (2000). Sociolinguistics: An Introduction to Language and Society, 4th Edition. Harmondsworth, Middlesex, England: Penguin Books.</li> <li>Wardhaugh, R. (2006). An Introduction to Sociolinguistics, 5th Edition. England: Blackwell Publishers Ltd.</li> <li>Meyerhoff, M. (2006). Introducing sociolinguistics. London: Routledge.</li> <li>Marasigan, E., 1983. Code-switching and code-mixing in multilingual societies. Singapore: Singapore University Press. ( For code switching and code mixing only)</li> <li>Journal of Language in Society, CUP.</li> <li>Journal of Sociolinguistics, Blackwell Publishing Ltd</li> </ul>
Electronic Materials	<a href="http://www.answers.com/topic/sociolinguistics">http://www.answers.com/topic/sociolinguistics</a> <a href="http://en.wikipedia.org/wiki/List_of_dialects_of_the_English_language">http://en.wikipedia.org/wiki/List_of_dialects_of_the_English_language</a>
Other Learning Materials	-

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
<b>Technology equipment</b> (projector, smart board, software)	Data show and Smart Board
<b>Other equipment</b> (depending on the nature of the specialty)	





## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> <li>Faculty member</li> <li>Students</li> </ul>	<ol style="list-style-type: none"> <li>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</li> <li>2. Indirect method: <ul style="list-style-type: none"> <li>Faculty-student meetings to get students' oral feedback.</li> <li>Surveys: Confidential (anonymous) completion of a course evaluation questionnaire</li> </ul> </li> </ol>
Effectiveness of Students' assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Peer reviewers (course coordinator and other instructors teaching the course)</li> </ul>	<ol style="list-style-type: none"> <li>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</li> <li>2. Indirect method (survey): <ul style="list-style-type: none"> <li>Regular meetings between the teachers and the course coordinator</li> <li>Surveys: Confidential (anonymous) completion of a course evaluation questionnaire</li> </ul> </li> </ol>
Quality of learning resources	<ul style="list-style-type: none"> <li>Department Chair</li> <li>Quality and Development Committee</li> </ul>	Regular meetings between the course coordinator and other faculty members teaching the same course





Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Quality and Development Committee</li> <li>• Peer reviewers (course coordinator and other instructors teaching the course)</li> <li>• Curriculum Committee</li> </ul>	Regular meetings between the course coordinator and other faculty members teaching the same course
Other		

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

**Assessment Methods** (Direct, Indirect)

#### G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT OF LANGUAGES AND TRANSLATION
REFERENCE NO.	MEETING No.9/1445
DATE	15/04/1445

