



المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

**ATTACHMENT 5.**

## **T6. COURSE SPECIFICATIONS (CS)**



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## Course Specifications

Institution: Al-Imam Muhammad Ibn Saud Islamic University	Date: 13/10/2019
College/Department: College of Languages and Translation / Department of English Language and Literature	

### A. Course Identification and General Information

1. Course title and code: Sociolinguistics / ENG 466			
2. Credit hours: Two hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
B.A. in English Language and Literature			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: Level 7 / 4 <sup>th</sup> year			
6. Pre-requisites for this course (if any): Introduction to Linguistics / ENG 229			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Main campus			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="80%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
Comments: Course taught in regular classrooms with a direct contact with students accompanied, if possible, by some online collaborative boards if the teacher is able to do that. For example, flipped classroom is applied as one form of e-learning.			

## B. Objectives

1. What is the main purpose for this course?

The main purpose of this course is to explore the way the society influences interpersonal communication. This course also gives learners the opportunity to understand how society and language intertwine and that they both reflect one another. This course also provides an insight of how modern technology has influenced sociolinguistics.

Accordingly, by the end of this course, students should be able to:

- 1- Recognize how language and society affect each other.
- 2- Identify sociolinguistic concepts such as social scales, situations, domains, style and register.
- 3- Identify linguistic varieties like the standard, vernacular, accent, dialect and style.
- 4- Relate social factors such as social class, region, personal identity, gender and age to language use.
- 5- Explain linguistic phenomena and issues such as, pidginization, *lingua francas*, borrowing, diglossia and code-switching.
- 6- Apply sociolinguistic concepts to daily life.
- 7- Apply social factors in the analysis of different societies.

2. 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)

- Integrating smartphone technology and digital applications related to practical training for collaborative learning.
- Integrating related websites and YouTube channels related to topics of local culture and language use.
- Keeping up with the new publications in the field.
- Updating the content of the course in light of recent research and recently published textbooks.

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This 6-unit, 2-credit course introduces level 7 undergraduate students to the basic principles of sociolinguistics and explains how language is used culturally and how language is affected by the society. This course also shows how social factors influence communication on individual and societal levels. It provides students with both theoretical and practical introduction to the field of sociolinguistics. The course includes material and exercises for the students that encourage collaborative learning.



1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction	1	2 hrs.
What do sociolinguistics study?	1	2 hrs.
Social domains, code-switching and diglossia	2	4 hrs.
Linguistic varieties: vernaculars and pidgins	2	4 hrs.
Regional variation	2	4 hrs.
Social variation	2	4 hrs.
Gender	1	2 hrs.
Age variation	1	2 hrs.
Style and register	2	4 hrs.
Revision	1	2 hrs.

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30					30
	Actual	30					30
Credit	Planned	2 hours					2 hours
	Actual	2 hours					2 hours

3. Additional private study/learning hours expected for students per week.	2
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

**On the table below are the five NQF Learning Domains, numbered in the left column. First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)**

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b> By the end of the course, students will be able to:		
1.1	Define main concepts and terms related to sociolinguistics.	- Class lectures	- Exams



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1.2	Recognize basic social factors and its influence on language use.	- Class discussion - Presentations - Outlines	- Quizzes - Presentations - Assignments
1.3	Recognize linguistic patterns of interaction.		
<b>2.0</b>	<b>Cognitive Skills</b> By the end of the course, students will be able to:		
2.1	Compare between the patterns of interaction and speech between people.	- Class lectures - Class discussion - Presentations - Outlines	- Exams - Quizzes - Assignments
2.2	Analyze speech patterns based on social factors.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> By the end of the course, students will be able to:		
3.1	Use different sociolinguistic tools in the analysis of speech independently.	- Presentations - Data collection - Group activities	- Observation - Presentations -Portfolio - Research paper
3.2	Show high standard of group work and leadership roles.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> By the end of the course, students will be able to:		
4.1	Research on the application of social factors in the analysis of speech patterns.	- Data collection	- Presentations -Portfolio - Research paper
<b>5.0</b>	<b>Psychomotor</b> N/A		

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

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Research paper	11	10%
2	Assignments	Weekly	5%
3	Midterm exams	6, 11	20%
4	Presentation/portfolio	12 <sup>th</sup>	5%
5	Final	16 <sup>th</sup>	60%



#### D. Student Academic Counseling and Support

1. 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)

- Two office hours per week.

#### E. Learning Resources

1. List Required Textbooks

Holmes, J., Wilson, N. (2017). *An Introduction to Sociolinguistics*. Fifth edition. Routledge.

2. List Essential References Materials (Journals, Reports, etc.)

Journal of Sociolinguistics ([http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-9841](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9841))

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<https://www.cambridge.org/core/journals/language-in-society>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Smartphone Apps (YouTube, Twitter), blackboard

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)  - Lecture rooms. - Personal Smartphones and PC's ( <i>at home as a form of eLearning and flipped classroom</i> )
2. Technology resources (AV, data show, Smart Board, software, etc.)  - A class computer. - Data Show Projector.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching  - Formal, anonymous course evaluations by students at the end of course - In addition to informal student feedback throughout the semester.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  - In class Peer Review to give support and disseminate good practice.
3. Processes for Improvement of Teaching - Training sessions and workshops to facilitate the exchange of experiences amongst faculty members. - Holding regular meetings between course conveners and instructors to address problems of the course. - Discussing challenges in the classroom with colleagues and admin staff. - Attending professional development conferences. - Keeping up to date with pedagogical theory and practice. - On-going review of last semester's teaching strategies and results.



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4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Identify rubrics for each students' activity or assignment
- Checking grading of a sample of examination papers either by a resident or visiting faculty member.

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

Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.

Name of Course Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Specification Completed: \_\_\_\_\_

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

