



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specification
(CS)**

LANE 422 (Sociolinguistics)

Dr. Adel Khadraoui





Course Specifications

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| Institution: UNIVERSITY OF JEDDAH | Date of Report: 01-02-2016 |
| College/Department - FACULTY OF SCIENCES AND ARTS, KHULAIS CAMPUS | |

A. Course Identification and General Information

| | | | |
|---|---|------------------|---------------------------------|
| 1. Course title and code: | Sociolinguistics (LANE 422) | | |
| 2. Credit hours- | 3 | | |
| 3. Program(s) in which the course is offered- | LANE 422 (If general elective available in many programs indicate this rather than list programs) | | |
| 4. Name of faculty member responsible for the course- | Dr. Adel Khadraoui | | |
| 5. Level/year at which this course is offered- | THREE | | |
| 6. Pre-requisites for this course (if any)- | None | | |
| 7. Co-requisites for this course (if any)- | Introduction to linguistics | | |
| 8. Location if not on main campus- | KHULAIS | | |
| 9. Mode of Instruction (mark all that apply) | | | |
| a. Traditional classroom | <input checked="" type="checkbox"/> | hat percentage? | <input type="text" value="80"/> |
| b. Blended (traditional and online) | <input checked="" type="checkbox"/> | hat percentage? | <input type="text" value="10"/> |
| c. e-learning | <input checked="" type="checkbox"/> | hat percentage? | <input type="text" value="10"/> |
| d. Correspondence | <input type="checkbox"/> | hat percentage? | <input type="text"/> |
| f. Other | <input type="checkbox"/> | What percentage? | <input type="text"/> |
| Comments: | | | |



B Objectives

1. What is the main purpose for this course?

Upon successful completion of this course learners will be able to:

- a. Develop a broad-based understanding of the key concepts within the field of sociolinguistics
- b. Gain a better understanding of how language and society are related
- c. Analyze language in a range of social contexts.
- d. Develop some sociolinguistic research skills
- e. Relate and apply what they have learned to Arabic and their speech community
- f. Develop maturity and self-growth in learning about one's own language
- g. Demonstrate the skill of independent critical thinking

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)

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be covered

| List of Topics | No. of Weeks | Contact Hours |
|----------------------------------|--------------|---------------|
| Introduction to sociolinguistics | 01 | 03 |
| Language and society | 02 | 06 |
| Language and social class | 02 | 06 |
| Language and ethnic groups | 01 | 03 |





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|---------------------------------|----|----|
| Language and gender | 02 | 06 |
| Language and context | 01 | 03 |
| Language and social interaction | 02 | 02 |
| Language and geography | 01 | 03 |
| Language and contact | 01 | 03 |
| Language and humanity | 01 | 03 |



| 2. Course components (total contact hours and credits per semester): | | | | | | |
|--|---------|----------|------------|-----------|--------|-------|
| | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact Hours | 39 | | | | | |
| Credit | 39 | | | | | |

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| 3. Additional private study/learning hours expected for students per week. | - |
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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The **National Qualification Framework** provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



| | NQF Learning Domains And Course Learning Outcomes | Course teaching Strategies | Course Assessment Methods |
|------------|---|---|---|
| 1.0 | Knowledge | | |
| 1.2 1.2 | <ul style="list-style-type: none"> a. Gain good background knowledge of many of the concepts within the field of sociolinguistics. b. Understand how language and society are related. c. Participate in whole-class discussions on sociolinguistics | I intend to make learners aware of the closely-knit relationship between language and society. This includes helping them identify the linguistic varieties that make up their speech community | <ul style="list-style-type: none"> 1. Short quizzes 2. Regular tests 3. Final exam |
| 2.0 | Cognitive skills | | |
| 2.1 | Demonstrate the skill of recognition and distinction of the key concepts within the field of sociolinguistics | | |
| 2.2 | Develop maturity and self-growth in learning about one's own language other languages and their societies | | |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | Pair-work and group-work are encouraged | | |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | Hold permanent discussions about language and society | | |
| 5.0 | Psychomotor | | |
| 5.2 | Regular checking of physical performance of cognitive learning | | |



| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
|--|--|----------|--------------------------------|
| | Assessment task (e.g. excises, test, group, examination, speech) | Week Due | Proportion of Total Assessment |
| 1 | TEST ONE | 3 | 15% |
| 2 | MIDTERM TEST | 6 | 20% |
| 3 | TEST TWO | 9 | 15% |
| 4 | FINAL EXAM AND IN-CLASS PERFORMACE | 14 | 50% |
| | | | 100% |

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)

OFFICE HOURS- Sunday to Thursday- 1:00 to 2:00 pm.

E. Learning Resources

1. List Required Textbooks:

1. Trudgill, P. (2000). Sociolinguistics: An introduction to language and society (4th ed.). London: Penguin

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

1. Coulmas, F. (1997). The handbook of sociolinguistics. Oxford: Blackwell. Holmes,
2. J. (1992). An introduction to sociolinguistics. London: Longman.
3. Hudson, R.A. (1980). Sociolinguistics. Cambridge: Cambridge University Press

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

1. Stockwell, P. (2002). Sociolinguistics: A resource book for students. London: Routledge.
2. Wardhaugh, R. (2006). An Introduction to Sociolinguistics (5th ed.). Malden, MA: Blackwell





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| 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

F. Facilities Required

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| 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.) K-01 Classroom- 103 |
| 2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none">• Use of Smart Board• Computer |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Library- Saudi Digital Library |

G Course Evaluation and Improvement Processes

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">a. Periodical quizzes and testsb. Classroom manoeuvres to continually assess learners' progressc. In class interaction among learnersd. Periodical analyses of learner errorse. Suggestions for the learners to eliminate their errors |
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| 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor |
| <ul style="list-style-type: none">• Periodic internal as well as common tests and Quizzes. |
| 3 Processes for Improvement of Teaching |
| <ul style="list-style-type: none">• I periodically offer the learners a sample of their errors and my suggestions for them to eliminate them. |
| 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) |
| <ul style="list-style-type: none">• Discussion among various team members of the faculty based on the examination results. |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. |
| Regular discussion between the colleagues in charge of the subject may constitute the best scaffold for the guidance of future effectiveness and improvement. |

Faculty or Teaching Staff:

Signature: _____ **Date Report Completed:**

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____

