### Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation & Assessment**

## Course Specification

**2017/2018Course Specification**

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| ***Institution: Umm Al-Qura University – Al-Qunfuda University Collage*** |
| ***Department: English Department*** |

**A Course Identification and General Information**

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| ***1. Course title and code: Sociolinguistics 2814375-2*** |
| ***2. Credit hours: 2 hours per week.*** |
| *3. English program for license students* |
| ***4. lecturer: Amel Mohamed Oueslati*** |
| ***5. The 8th level*** |

**B Objectives**

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| 1 This course examines the relationship between language and social constructs such as race and ethnicity, with particular emphasis on race relations in the United States. It is concerned with the ways in which language serves as a basis for inter-ethnic conflict, discrimination and lack of social opportunity. The main focus of the course will be the varieties of English used by members of minority ethnic and racial groups in the United States, and other multilingual countries.  2/   |  | | --- | | How culturally enshired ideas about gender affect language and the use of language and how linguistic conventions for the expression of gender differences reinforce these ideas. | | The course deals with structure and usage patterns in language as exhibited by men and women. This inquiry focuses on the following question: How do the members of each sex use language differently? How does language treat the sexes differently? How do such differences affect our perceptions, attitudes and behavior in everyday life? The learning of sex-typed languages by children and cross-cultural aspects of these questions are considered. |   3-   |  | | --- | | Relationships between language and social diversity in the general American speech community; discussion of how individuals and social groups distinguish themselves on the basis of language. | | This course examines the relationships between language and social diversity in the general American speech community. Its aim is to shed light on how individuals and social groups distinguish themselves on the basis of their choice of language, and their sharing (or not) of common norms of social evaluation and interpretation. In particular, it will investigate the relationship between language and such social parameters as social status, ethnicity, race, gender, etc. Finally, it will consider the role of language differences in the creation of social stereotypes, and their implications for social advantage or disadvantage | |

**C. Course Description**

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| 1 Topics to be Covered | | |
| Topics | No of  Weeks | Contact hours |
| What’s sociolinguistics | 1 | 2 |
| What do sociolinguists study | 1 | 2 |
| Language in society / society in language | 1 | 2 |
| Ethnography and ethnomethology | 1 | 2 |
| Solidarity and politeness | 1 | 2 |
| Varieties of language | 1 | 2 |
| Diaglossia / language shift and maintenance | 1 | 2 |
| English as an international language / social multilingualism | 1 | 2 |
| Language attitudes | 1 | 2 |
| Language and gender | 1 | 2 |

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| 2 Course components (total contact hours per semester): | | | |
| Lecture: sociolinguistics | Tutorial: Amel Mohamed Oueslati | Practical/Fieldwork/Internship: Quonfoutha University | Number of hours: 20  Number of weeks: 10 |

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| 4. Development of Learning Outcomes in Domains of Learning  For each of the domains of learning shown below indicate:   * A brief summary of the knowledge or skill the course is intended to develop; * A description of the teaching strategies to be used in the course to develop that knowledge or skill; * The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned. | | | |
| **a. Knowledge** | | | |
| (i) Description of the knowledge to be acquired  The course aims at introducing the learner to the major features pf sociolinguistics and its development | | | |
| (ii) Teaching strategies to be used to develop that knowledge:  The teaching strategy that would be basically used is CLT in which the learner should participate in finding the information through going back to the booklet, surfing the net, and preparing presentations. | | | |
| (iii) Methods of assessment of knowledge acquired  Oral tests are done weekly: In each session the student would set for an oral test that aims at enhancing them to get prepared daily, to refresh their memories, and hence to be able to link with the coming courses. | | | |
| **b. Cognitive Skills** | | | |
| (i) Cognitive skills to be developed  It’s important to know that cognitive skills include a variety of abilities that the learner should develop, which are necessary for analysing images, data and sounds. The student should develop the skill of receiving the information properly, analyse it in terms of what has been already acquired, memorize it and then reuse it. | | | |
| (ii) Teaching strategies to be used to develop these cognitive skills  Audio-visual tools are used in this context like projections and presentations with data show.  To refer to videos that can simplify the sociolinguistic studies  Oral tests allow them to memorize the acquired knowledge and to re-use it. | | | |
| (iii) Methods of assessment of students cognitive skills  \*To participate in oral tests and presentations  \*To encourage team work and sharing knowledge.  To give students assignments like rewriting the course, and further researches..... | | | |
| **c. Communication, Information Technology and Numerical Skills** | | | |
| (i) Description of the skills to be developed in this domain.  \*Teamwork  \*Be able to listen to others and share knowledge.  \*Develop self confidence and spontaneous communication.  \*Train their mind to deal with the computer, surfing the net, collecting and selecting the data.  \*Be able to face the audience and express their ideas publically. | | | |
| (ii) Teaching strategies to be used to develop these skills  \*Give students the freedom to choose topics they want to work on.  \*To work on presentations and to perform plays.  \*To read narrative extracts in the class and to discuss the themes. | | | |
| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
| Assessment | Assessment task (eg. essay, test, group project, examination etc.) | Week due | Proportion of Final Assessment |
| 1 | Group project on the varieties of language | 1 | ....... |
| 2 | Presentation on the development of the field | 2 | ....... |
| 3 | Rewrite the course | 3 | ........ |
| 4 | Group work on Diaglossia | 4 | ........ |
| 5 | Group work on language and identity | 5 | ........ |
| 6 | Mid term exam | 6 | ........ |
| 7 | Presentation on language and identity | 7 | ........ |
| 8 | Project work on English as an international language | 8 | ......... |

##### D Learning Resources

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| 1. Required Text: sociolinguistics a booklet prepared by the tutorial |

**E Course Evaluation and Improvement Processes**

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  \*Ask them to write their feedback and to make suggestions  \*Communicate with them virtually through emails and groups on what’s  \*Asking them indirect questions during the course. |
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| 2 Processes for Improvement of Teaching  \*Organizing workshops and conferences about literature.  \*Organizing extra hours in which I communicate with students, share their obstacles and listen to their suggestions.  \*Simplify the material and ask the students to go in depth with the given knowledge. |