



# Course Specification

## (Postgraduate Programs)

<b>Course Title:</b> Sociolinguistics
<b>Course Code:</b> 6523 ENG-3
<b>Program:</b> Master of Arts in Applied Linguistics
<b>Department:</b> English
<b>College:</b> Faculty of Languages and Translation
<b>Institution:</b> King Khalid University
<b>Version:</b> 2
<b>Last Revision Date:</b> September, 2024



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## A. General information about the course:

### 1. Course Identification:

#### 1. Credit hours: (3)

#### 2. Course type

A.  University  College  Department  Track

B.  Required  Elective

#### 3. Level/year at which this course is offered: ( 1/1)

#### 4. Course General Description:

This course provides an in-depth exploration of sociolinguistics, examining the complex relationship between language and society. It covers key topics such as language variation, multilingualism, language attitudes, and the role of language in constructing social identities. Students will critically engage with issues related to language and power, gender, ethnicity, and class, as well as language policies and planning. Through theoretical insights and practical analysis, the course equips students with the tools to analyze how social factors influence language use in diverse cultural and communicative contexts.

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

6521 ENG-4 Concepts in Applied Linguistics

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

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

The Sociolinguistics course aims to:

- Increase students' awareness of the interaction between language and social contexts, and enhance their ability to explain these interactions to others.
- Deepen students' understanding of key concepts, terminology, and research paradigms that are foundational to sociolinguistic studies.
- Strengthen students' ability to apply sociolinguistic principles and research to practical settings such as education, the workplace, and daily communication.
- Provide students with opportunities to practice analytical techniques used in sociolinguistic research.
- Encourage students to critically examine a current sociolinguistic topic of social significance.
- Help students understand the role of language as a dynamic social phenomenon and equip them to contribute to effective language planning in multilingual and multicultural environments.



## 2. Teaching Mode:

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <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>	45
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 PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge and understanding: After successfully completing the course, learners will be able to</b>			
1.1	Gain an in-depth understanding of core concepts, constructs, and significant	K1	<ul style="list-style-type: none"> <li>• Lectures and presentations</li> <li>• Group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Exams/</li> </ul>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	findings in sociolinguistics, fostering the ability to critically analyze and apply these insights to diverse linguistic and social contexts.		<ul style="list-style-type: none"> <li>• Research seminars</li> <li>• Problem-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Class Participation and discussions</li> </ul>
1.2	Demonstrate a deep understanding of the intricate connections between language, society, and culture, and skillfully apply the knowledge gained throughout the course to real-world examples and personal experiences, critically analyzing how social and cultural forces shape language use in diverse contexts.	K2	<ul style="list-style-type: none"> <li>• lectures and presentations</li> <li>• case study analysis</li> <li>• group discussions</li> <li>• research seminars</li> <li>• workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Essays/ Research Papers</li> <li>• Presentations</li> <li>• Exams</li> </ul>
1.3	Demonstrate a solid understanding of the fundamental principles of sociolinguistic research methodology, and develop the ability to critically evaluate and appraise research within the field of sociolinguistics.	K3	<ul style="list-style-type: none"> <li>• lectures and presentations</li> <li>• case study analysis</li> <li>• group discussions</li> <li>• research seminars</li> <li>• problem-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• research papers</li> <li>• case study analysis reports</li> <li>• presentations</li> <li>• exams</li> <li>• class participation and discussions</li> </ul>
<b>2.0</b>	<b>Skills: After successfully completing the course, learners will be able to</b>			
2.1	Critically apply advanced sociolinguistic theories to the analysis of diverse linguistic arenas and complex language situations, demonstrating a sophisticated understanding of how	S1	<ul style="list-style-type: none"> <li>• lectures and presentations</li> <li>• scenario-based learning</li> <li>• case study analysis</li> </ul>	<ul style="list-style-type: none"> <li>• analytical essays/reports</li> <li>• case study analysis</li> <li>• presentations</li> <li>• group projects</li> <li>• <input type="checkbox"/> exams</li> </ul>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	these theories inform the study of language use within varied social, cultural, and political contexts.		<ul style="list-style-type: none"> <li>group discussions</li> <li>workshops on analytical tools and techniques</li> </ul>	
2.2	Engage in critical and independent reflection on the paradigms of language use, analyzing how they vary across diverse social, cultural, and professional contexts in which individuals engage daily, and demonstrating the ability to evaluate these variations in light of sociolinguistic principles.	S2	<ul style="list-style-type: none"> <li>Workshops</li> <li>Discussions</li> <li>Research seminars</li> </ul>	<ul style="list-style-type: none"> <li>Analytical essays/reports</li> <li>Case study analysis</li> <li>Presentations</li> </ul>
2.3	Develop, gather, and critically analyze samples of authentic language use, applying advanced sociolinguistic methods to assess how language functions in real-world social interactions and contexts.	S3	<ul style="list-style-type: none"> <li>lectures and presentations</li> <li>group discussions</li> <li>workshops</li> <li>research seminars</li> </ul>	<ul style="list-style-type: none"> <li>Small sociolinguistic research project</li> <li>Presentations</li> <li>Exams</li> </ul>
<b>3.0</b>	<b>Values, autonomy, and responsibility: After successfully completing the course, learners will be able to</b>			
3.1	Appreciate and critically reflect on how cultural and social norms shape micro-level language usage, fostering an awareness of the diverse values and perspectives that influence	V1	<ul style="list-style-type: none"> <li>lectures and presentations</li> <li>case study analysis</li> <li>group discussions</li> <li>workshops</li> </ul>	<ul style="list-style-type: none"> <li>reflective essays</li> <li>class participation and discussions</li> </ul>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	communication in different societal contexts.		<ul style="list-style-type: none"> <li>• guest speakers and expert panels</li> <li>• Activities that relate to specific contexts students may encounter in real life situations.</li> </ul>	
3.2	Value the role of language diversity and variability in shaping the historical development of both language and society, fostering an appreciation for the dynamic relationship between linguistic change and social evolution across cultures and time.	V2	<ul style="list-style-type: none"> <li>• group discussions</li> <li>• workshops on inclusive policy design</li> <li>• problem-based learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• reflective essays</li> <li>• class participation and discussions</li> </ul>
3.3	Demonstrate a critical awareness of the ethical implications and values underlying sociolinguistic studies and their methodological tools, reflecting on how these approaches influence the interpretation of language in its social	V3	<ul style="list-style-type: none"> <li>• role-playing and simulated discussions</li> <li>• group discussions and debates</li> <li>• guest speakers and</li> </ul>	<ul style="list-style-type: none"> <li>• group presentations</li> <li>• simulated forum debates</li> <li>• reflective essays on advocacy strategies</li> <li>• peer and instructor</li> </ul>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	context and contribute to broader societal understanding.		<p>panel discussions</p> <ul style="list-style-type: none"> <li>workshops focusing on various methodologies and tools used in sociolinguistics</li> </ul>	feedback on facilitation Skills

### C. Course Content:

No	List of Topics	Contact Hours
1.	Orientation to the course - introduction and overview of the tradition of Sociolinguistics.	3
2.	Language Change and the major historical stages in the development of the English language.	3
3.	Languages, dialects and varieties	6
4.	Language in conversation- solidarity and politeness.	3
5.	Language and social stratification.	3
6.	Language and gender.	3
7.	Language, class and age.	3
8.	Language, ethnicity and place.	3
9.	Code switching vs Code Mixing.	3
10.	Bilingualism vs Multilingualism.	3
11.	Language identity and power	3
12.	Style, register and power	3
13.	Multilingual speakers and Multilingual societies	3
14.	Language planning and education	3
<b>Total</b>		<b>45</b>







## D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	8	20
2.	Presentation	Continuous Assessment	10
3.	Case studies/Research projects	Continuous Assessment	10
4.	Assignments	Continuous assessment	20
5.	Final Exam	15	40

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

## E. Learning Resources and Facilities:

### 1. References and Learning Resources:

<b>Essential References</b>	<p>Selected chapters from:</p> <ul style="list-style-type: none"> <li>- Wardhaugh, R. &amp; Fuller, J. (2021). <i>An Introduction to Language and Societ</i>. Blackwell.</li> <li>- Holmes, J. &amp; Wilson, N. (2022). <i>An Introduction to Sociolinguistics (6<sup>th</sup> ed.)</i>. New York, NY: Routledge.</li> </ul>
<b>Supportive References</b>	<p>Van Herk, G. (2017). <i>What Is Sociolinguistics?</i> Chichester: Wiley-Blackwell.</p> <p>Hudson, Richard A. (1996). <i>Sociolinguistics</i> (2nd ed.). Cambridge: Cambridge University.</p> <p>McKay, S. &amp; Hornberger, N.H. (eds.) (1996). <i>Sociolinguistics and Language Teaching</i>. Cambridge: Cambridge University Press.</p>
<b>Electronic Materials</b>	KKU digital library (kku.edu.sa)
<b>Other Learning Materials</b>	Published papers on Sociolinguistic matters.

### 2. Educational and Research Facilities and Equipment Required:

Items	Resources
Facilities	<ul style="list-style-type: none"> <li>• Classroom with multimedia equipment</li> <li>• Access to digital learning platforms</li> <li>• Linguistic software tools</li> <li>• Computer lab or workstations</li> <li>• Library resources</li> <li>• Recording devices</li> <li>• Corpus access</li> <li>• Online research databases</li> </ul>



Items	Resources
Technology equipment	<ul style="list-style-type: none"> <li>projectors and screens</li> <li>audio-visual systems</li> <li>laptops or desktop computers</li> <li>internet access</li> <li>audio and video recording devices</li> <li>microphones and headphones</li> <li>software for data analysis (e.g., elan, praat, nvivo)</li> <li>cloud storage or digital collaboration tools (e.g., google drive, dropbox)</li> <li>language corpora access software</li> <li>learning management system (e.g., blackboard)</li> </ul>
Other equipment	<ul style="list-style-type: none"> <li>Whiteboards and markers</li> <li>Flip charts and paper</li> <li>Printers and scanners</li> </ul>

## F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

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

**Assessment Methods** (Direct, Indirect)





## G. Specification Approval Data:

COUNCIL /COMMITTEE	English Department Council
REFERENCE NO.	1/5/46
DATE	October 14, 2024

