



Course Specification of Sociolinguistics

I. Course Identification and General Information:						
1	Course Title:	Sociolinguistics				
2	Course Number & Code:	LNG 5128				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3	----	----	----	3
4	Study level/ semester at which this course is offered:	Semester Two				
5	Pre –requisite (if any):	Semantic and pragmatic analysis and Development of linguistic theory				
6	Co –requisite (if any):	Current issues in general linguistics, Psycholinguistics and Current issues in applied linguistics				
7	Program (s) in which the course is offered:	MA in Linguistics				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Department of English, Faculty of Languages				
10	Prepared by:	أ.د/ عبدالسلام محمد غالب الغرافي Dr. Abdusalam M. Gh. Al-Ghrafy (Prof. of Ling.)				
11	Date of approval:					

II. Course description:

This course investigates the interactions between language and society. It brings the two together, introducing students with prior training in linguistic theory to a broad array of sociolinguistic issues, including the relationship between linguistic variation and social factors like identity, region, class, gender, ethnicity and



power, the development of pidgins and creoles, etc..

I. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

1. Show understanding of theories of language change and the central constructs, concepts, and key findings in the field of sociolinguistics;
2. Define and give examples of sociolinguistic terms and concepts, and identify the main factors for sociolinguistic diversity;
3. Apply sociolinguistics terminology and concepts to research and real-world examples
4. Analyzing variation of language use in different social and regional contexts;
5. Apply the skills of exploring to a specific sociolinguistic topic in depth, evaluating and interpreting data logically and systematically;
6. Work cooperatively with others, exercising personal responsibility and sensitivity;
7. Employ their ability to undertake independent learning, by taking initiative, being organized and meeting deadlines; and
8. Review the pertinent literature to find a research topic of their choice, and synthesize and critique the literature in relation to their research project.

III. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students will be able to:		After completing this course, students will be able to:	
A1	Define the terminology and forms of notation used in linguistic theory.	a1	Define and give examples of sociolinguistic terms and concepts, and identify the main factors for sociolinguistic diversity.
A3	Show understanding of the relevance	a3	Show understanding of theories of

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	of theories form and research in the fields and subfields of linguistics, and in other related disciplines.	language change and the central constructs, concepts, and key findings in the field of sociolinguistics.
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Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Interactive lectures ▪ Independent reading and writing ▪ Seminars ▪ Classroom discussion 	<ul style="list-style-type: none"> ▪ Quizzes ▪ Mid-term and final exams ▪ Evaluative Presentations ▪ Home assignments
a1	Define and give examples of sociolinguistic terms and concepts, and identify the main factors for sociolinguistic diversity.		
a3	Differentiate between theories of language change and the central constructs, concepts, and key findings in the field of sociolinguistics.		

(B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
B2	Critically, evaluate linguistic research and identify problematic areas in language.	b2	Apply the skills of exploring to a specific sociolinguistic topic in depth, evaluating and interpreting data logically and systematically.
B5	Differentiate various research methods, and decide on research topics in linguistics.	b5	Review the pertinent literature to find a research topic of their choice, and synthesize and critique the literature in relation to their research project.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Brainstorming ▪ Classroom discussions ▪ Exercises ▪ Problem solving 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/projects
b2	Develop the competence to explore a specific sociolinguistic topic in depth, evaluating and interpreting data logically and systematically.		
b5	Review the pertinent literature to find a research topic of their choice, and synthesize and critique the literature in relation to their research project.		



(C) Professional and Practical Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:
Professional and Practical Skills

Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
C3	Use the terminology and forms of notation employed in linguistic theories;	c3	Apply sociolinguistics terminology and concepts to research and real-world examples.
C4	Apply fundamental techniques for the analysis of data, including the use of statistical and qualitative corpus and textual analytic techniques;	c4	Analyze variation of language use in different social and regional contexts.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Brainstorming ▪ Classroom discussions ▪ Exercises ▪ Problem solving 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/projects
c3	Apply sociolinguistics terminology and concepts to research and real-world examples.		
c4	Analyze variation of language use in different social and regional contexts.		

(D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:
General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
D1	Work in teams, draw conclusions and reflect differences of opinion, and independently employ self-organization, time-management skills, and identify own needs for development;	d1	Work cooperatively with others, exercising personal responsibility and sensitivity.
D2	Engage in a life-long self-learning and leadership with commitment to professional ethics in job-related tasks and observe cultural diversity.	d2	Undertake independent learning, by taking initiative, being organized and meeting deadlines.



Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Classroom discussions ▪ Exercises ▪ Problem solving ▪ group projects and presentations 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Report writing/projects
d1	Work cooperatively with others, exercising personal responsibility and sensitivity.		
d2	Undertake independent learning, by taking initiative, being organized and meeting deadlines.		

IV. Course Content:

1. Course Topics/Items:

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction	a3, b1, b2, c3	- Linguistics and language: linguistics as a science; basic distinctions in linguistics; major branches of linguistics; interdisciplinary branches of linguistics; sociolinguistics as an interdisciplinary study	1	3
2	From Dialectology to Sociolinguistics	a1, a3, b1, c4, d1, d2	- Dialectology - Sociolinguistics - Types of language variations	1	3
3	Geographical Dialectology	a1, a3, b1, c4, d1, d2	- Geographical dialectology: some basic dialectological terms; some common misconceptions; geographical dialectology	1	3
4	Social Dialectology	a1, a3, b1, c4, d1, d2	- Sociolinguistics: speech communities; varieties and sociolinguistic variables; social dialectology; factors in classifying social dialects	1	3
5	Language in Contact	a1, a3, b1, c4, d1, d2	- Language in contact: bilingualism and multilingualism; code switching and code mixing; pidgins and creoles; language shift and language death; lingua franca; marginal languages	1	3



6	Diglossia	a1, a3, b1, c4, d1, d2	- Diglossia: definition; Ferguson diglossia; Fishman's extension of diglossia; features of diglossia; other types of diglossia	1	3
7	Language and Culture	a1, a3, b1, c4, d1, d2	- Language and culture: relations between language and culture; anthropological linguistics; aspects of language and culture; ethno-linguistics	1	3
8	Mid-Term Test	a1, a3, b1, c4, d2	Written Test	1	3
9	Language, Thought and Reality	a1, a3, b1, c4, d1, d2	- Sapir-Whorf hypothesis: strong hypothesis; weak hypothesis	1	3
10	Language and Power	a1, a3, b1, c4, d1, d2	- Language and Power: sociolinguistic theories; critical sociolinguistics; current approaches to language study	1	3
11	Language Policy and Planning	a1, a3, b1, c4, d1, d2	- Language Policy and Planning: language policy and planning; dimensions of language planning; stages of language planning	1	3
12	Globalization and World Englishes	a1, a3, b1, c4, d1, d2	- Globalization - World Englishes	1	3
13	Students' Project presentations	a1, a3, b1, c4, d1, d2	- Students' Project presentations	1	3
14	Students' Project presentations	a1, a3, b1, c4, d1, d2	- Students' Project presentations	1	3
15	Consolidation	a1, a3, b1, c4, d1	- Consolidation - Conclusion	1	3
16	Final Examination	a1, a3, b1, c4, d2	Written Test	1	3
Number of Weeks /and Units Per Semester				16	48

b. Training Aspect:

No	Training Tasks	CIOs	Number of weeks	Contact hours
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		(symbols)		
1	-----	-----	-----	-----
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ Interactive lectures ▪ Independent reading and writing ▪ Seminars ▪ Classroom discussion ▪ Brainstorming | <ul style="list-style-type: none"> ▪ Problem solving ▪ Brainstorming ▪ Exercises ▪ group projects and presentations |
|--|---|

3. Assessment Strategies:

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Quizzes ▪ Mid-term and final exams ▪ Evaluative presentations ▪ Assignments | <ul style="list-style-type: none"> ▪ Research projects and presentations ▪ Oral assessment and feedback ▪ Report writing/projects |
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I. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark	Aligned Course Learning Outcomes (CILOs symbols)
1	Quizzes, assignments & participations	2 - 12	10	a1, c4, d1, d2
2	Mid-term exam	8	20	a1, a3, b1, c4, d2
3	Research projects & presentations	13 - 14	10	a1, b2, b5, c3, c4, d1, d2
4	Final exam	16	60	a1, a3, b1, c4, d2
Total			100	

VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Continuing assessments (based on	2 - 12	10	10%	a1, c4, d1, d2



	in-class participation, home assignments, regularity, punctuality & language use)				
2	Mid-term exam	8	20	20%	a1, a3, b1, c4, d2
3	Research projects & presentations	13 - 14	10	10%	a1, b2, b5, c3, c4, d1, d2
4	Final Exam	16	60	60%	a1, a3, b1, c4, d2
Total			100	100%	

VII. Learning Resources (MLA style or APA style):

1. Required Textbook(s) (maximum two)

Holmes, J. & Wilson, N. (2017). An Introduction to Sociolinguistics (5th ed.). New York, NY: Routledge.

Meyerhoff, Miriam (2011). Introducing Sociolinguistics. 2nd edition. Routledge.

2. Recommended Readings and Reference Materials

Albirini, A. (2011). The sociolinguistic functions of code-switching between Standard Arabic and Dialectal Arabic. *Language in Society*, 40: 537-562.

Bell, A. (1991). *The language of news media*. Oxford: Blackwell.

Bradley, J. (1998). Yanyuwa: 'Men speak one way, women speak another'. In Coates, J. (Ed.), *Language and Gender: A Reader*. Oxford: Blackwell Publishers. pp. 13-20.

Cameron, D. et al. (1992). *Researching language: issues of power and method*. London: Routledge.

Cameron, D. (Ed.) (1998). *The Feminist Critique of Language: A Reader*. London: Routledge. pp. 280-292.

Chambers, J. K. (2009). *Sociolinguistic Theory (revised edition)*. Oxford: Blackwell.

Chambers, J.K., Peter Trudgill, and Natalie Schilling-Estes. (eds) (2002). *The handbook of language variation and change*. Oxford: Blackwell.

Chambers, J.K. (2003). *Sociolinguistic Theory: Linguistic Variation and its Social Significance*. Oxford: Blackwell.

Clyne, M. (2003). *Dynamics of Language Contact*. Cambridge: Cambridge University Press.

Coates, J. (2004). *Women, Men and Language: A Sociolinguistic Account of Gender Differences in Language*.

Coulmas, F. (ed.) (1997). *The Handbook of Sociolinguistics*. Blackwell.

Coupland, N. and Jaworski, A. (1997). *Sociolinguistics: A Reader*. Basingstoke: Palgrave.

Coupland, N. Sarangi, S. and Candlin, C.N. (Eds.) (2001). *Sociolinguistics and Social*



	<p>Theory. Harlow, England: Longman.</p> <p>Coupland, N. and A. Jaworski (eds.) (2009). The New Sociolinguistic Reader. Basington, UK, New York: Palgrave Macmillan.</p> <p>Labov, William (1994). Principles of Linguistics Change: Internal Factors. Oxford: Blackwell.</p> <p>Labov, William (2001). Principles of Language change Vol. I, II. Oxford: Blackwell.</p> <p>McWhorter, J. (2005). Strange bedfellows: Recovering the origins of Black English. Chapter 13. Defining Creole. Oxford University Press. Pp. 337-366.</p> <p>Mesthrie, S. & Deumert, L. (2006). Introducing Sociolinguistics. Edinburgh: Edinburgh University Press.</p> <p>Stockwell, P. (2007). Sociolinguistics: A resource book for students. London & New York: Routledge.</p> <p>Tsui, A.B. M. and J. W. Tollefson (Eds.) (2007). Language Policy, Culture, and Identity in Asian Contexts. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p> <p>Wardhaugh, R. (1995). An Introduction to Sociolinguistics. Oxford UK & Cambridge USA: Blackwell.</p>
	3. Essential References
	4. Electronic Materials and Web Sites etc.
	5. Other Learning Material:

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	<p>Class Attendance:</p> <p>Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.</p>
2	<p>Tardiness:</p> <p>A student will be considered late if he/she is not in class after 10 minutes of the start time of class.</p>
3	<p>Exam Attendance/Punctuality:</p> <p>No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.</p>
4	<p>Assignments & Projects:</p>

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	Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
ملاحظات	الصفة الوظيفية	الاسم	م
	نائب العميد للدراسات العليا	د/ عباس مطهر	١
	نائب عميد مركز التطوير وضمان الجودة	أ.م.د/ أحمد مجاهد	٢
	نائب رئيس الجامعة للشئون الأكاديمية	أ.د/ إبراهيم المطاع	٣

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Course Plan of Sociolinguistics

II. Information about Faculty Member Responsible for the Course:

Name of Faculty Member		Office Hours					
		SAT	SUN	MON	TUE	WED	THU
Location & Telephone No.							
E-mail							

III. Course Identification and General Information:

1-	Course Title:	Sociolinguistics				
2-	Course Number & Code:	LNG 5128				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	----	----	----	3
4-	Study level/year at which this course is offered:	Semester Two				
5-	Pre –requisite (if any):	Semantic and pragmatic analysis and Development of linguistic theory				
6-	Co –requisite (if any):	Current issues in general linguistics, Psycholinguistics and Current issues in applied linguistics				
7-	Program (s) in which the course is offered	MA in Linguistics				
8-	Language of teaching the course:	English				
9-	System of Study:	Regular				
10-	Mode of delivery:	Lectures, seminars, and presentations				
11-	Location of teaching the course:	Department of English, Faculty of Languages				



IV. Course Description:

This course investigates the interactions between language and society. It brings the two together, introducing students with prior training in linguistic theory to a broad array of sociolinguistic issues, including the relationship between linguistic variation and social factors like identity, region, class, gender, ethnicity and power, the development of pidgins and creoles, etc.

V. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

1. Show understanding of theories of language change and the central constructs, concepts, and key findings in the field of sociolinguistics;
2. Define and give examples of sociolinguistic terms and concepts, and identify the main factors for sociolinguistic diversity;
3. Apply sociolinguistics terminology and concepts to research and real-world examples
4. Analyzing variation of language use in different social and regional contexts;
5. Apply the skills of exploring to a specific sociolinguistic topic in depth, evaluating and interpreting data logically and systematically;
6. Work cooperatively with others, exercising personal responsibility and sensitivity;
7. Employ their ability to undertake independent learning, by taking initiative, being organized and meeting deadlines; and
8. Review the pertinent literature to find a research topic of their choice, and synthesize and critique the literature in relation to their research project.

VI. Course Content:

A. Theoretical Aspect:

No	Topics List	Week Due	Contact Hours
1	Introduction	1	3
2	From Dialectology to Sociolinguistics	2	3



3	Geographical Dialectology	3	3
4	Social Dialectology	4	3
5	Language in contact	5	3
6	Diglossia	6	3
7	Language and Culture	7	3
8	Mid-Term Test	8	3
9	Language, Thought and Reality	9	3
10	Language and Power	10	3
11	Language Policy and Planning	11	3
12	Globalization and World Englishes	12	3
13	Students' Project presentations	13	3
14	Students' Project presentations	14	3
15	Consolidation	15	3
16	Final Examination	16	3
Number of Weeks /and Units Per Semester		16	48

Training Aspects:

No.	Training Tasks	Number of weeks	Contact hours
1	-----	-----	-----

I. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark
1	Quizzes, assignments & participations	2 - 12	10
3	Mid-term exam	8	20
	Research projects & presentations	13 - 14	10
5	Final exam	16	60
Total			100



VII. Teaching strategies of the course:

- Interactive lectures
- Independent reading and writing
- Seminars
- Classroom discussion
- Brainstorming
- Problem solving
- Brainstorming
- Exercises
- group projects and presentations

VIII. Assessment Strategies:

- Quizzes
- Mid-term and final exams
- Evaluative presentations
- Assignments
- Research projects and presentations
- Oral assessment and feedback
- Report writing/projects

No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Continuing assessments (based on in-class participation, home assignments, regularity, punctuality & language use)	2 - 12	10	10%
3	Mid-term exam	8	20	20%
4	Research projects & presentations	13 - 14	10	10%
5	Final Exam	16	60	60%
Total			100	100%

IX. Learning Resource (MLA style or APA style)s:

1. Required Textbook(s) (maximum two)

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- Bell, A. (1991). *The language of news media*. Oxford: Blackwell.
- Bradley, J. (1998). Yanyuwa: 'Men speak one way, women speak another'. In Coates, J. (Ed.), *Language and Gender: A Reader*. Oxford: Blackwell Publishers. pp. 13-



20.

- Cameron, D. et al. (1992). *Researching language: issues of power and method*. London: Routledge.
- Cameron, D. (Ed.) (1998). *The Feminist Critique of Language: A Reader*. London: Routledge. pp. 280-292.
- Chambers, J. K. (2009). *Sociolinguistic Theory (revised edition)*. Oxford: Blackwell.
- Chambers, J.K., Peter Trudgill, and Natalie Schilling-Estes. (eds) (2002). *The handbook of language variation and change*. Oxford: Blackwell.
- Chambers, J.K. (2003). *Sociolinguistic Theory: Linguistic Variation and its Social Significance*. Oxford: Blackwell.
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- Labov, William (2001). *Principles of Language change Vol. I, II*. Oxford: Blackwell.
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- Mesthrie, S. & Deumert, L. (2006). *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.

3. Essential References

- Coupland, N. and Jaworski, A. (1997). *Sociolinguistics: A Reader*. Basingstoke: Palgrave.
- Coupland, N. Sarangi, S. and Candlin, C.N. (Eds.) (2001). *Sociolinguistics and Social Theory*. Harlow, England: Longman.
- Coupland, N. and A. Jaworski (eds.) (2009). *The New Sociolinguistic Reader*. Basington, UK, New York: Palgrave Macmillan.
- Stockwell, P. (2007). *Sociolinguistics: A resource book for students*. London & New York: Routledge.
- Tsui, A.B. M. and J. W. Tollefson (Eds.) (2007). *Language Policy, Culture, and Identity in Asian Contexts*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Wardhaugh, R. (1995). *An Introduction to Sociolinguistics*. Oxford UK & Cambridge USA: Blackwell.
- Coulmas, F. (ed.) (1997). *The Handbook of Sociolinguistics*. Blackwell. Coulmas, F. (ed.) (1997). *The Handbook of Sociolinguistics*. Blackwell.



	<p>Coupland, N. and A. Jaworski (eds.) (2009). The New Sociolinguistic Reader. Basington, UK, New York: Palgrave Macmillan.</p> <p>Coupland, N. and Jaworski, A. (1997). Sociolinguistics: A Reader. Basingstoke: Palgrave.</p> <p>Coupland, N. Sarangi, S. and Candlin, C.N. (Eds.) (2001). Sociolinguistics and Social Theory. Harlow, England: Longman.</p> <p>Stockwell, P. (2007). Sociolinguistics: A resource book for students. London & New York: Routledge.</p> <p>Tsui, A.B. M. and J. W. Tollefson (Eds.) (2007). Language Policy, Culture, and Identity in Asian Contexts. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p> <p>Wardhaugh, R. (1995). An Introduction to Sociolinguistics. Oxford UK & Cambridge USA: Blackwell.</p>
	4. Electronic Materials and Web Sites etc.
	5. Other Learning Material:

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	<p>Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.</p>
2	<p>Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.</p>
3	<p>Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.</p>
4	<p>Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.</p>
5	<p>Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007)</p>

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	shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

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