|  |  |  |
| --- | --- | --- |
| Institution: | University College of Science and Humanities, at Hotat Sudair, Majmaah University | |
| Academic Department: | English Language | |
| Programme : | B.A. in English language. | |
| Course title and code: | Comparative Linguistics ENG 324. | |
| Specification Approved Date: **24/2/1439H** | |  |

**Course Specifications**

|  |  |
| --- | --- |
| **Institution:** Majmaah University | **Date: 24/2/1439H** |
| **College/Department:** University College of Science and Humanities, at Hotat Sudair English Language | |

**A. Course Identification and General Information**

|  |
| --- |
| 1. Course title and code: Comparative Linguistics ENG 324 |
| 2. Credit hours: 3 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. |
| 4. Name of faculty member responsible for the course  Dr. Zuhour Mohammed EL Fadul |
| 5. Level/year at which this course is offered:  6th /1439H |
| 6. Pre-requisites for this course (if any):  ENG :223 |
| 7. Co-requisites for this course (if any):  None |
| 8. Location if not on main campus:  The main campus |
| 9. Mode of Instruction (mark all that apply):  40  a. traditional classroom What percentage?  40  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  20  f. other What percentage? |
| **Comments:**  None |

**B Objectives**

|  |
| --- |
| What is the main purpose for this course?  The main objectives of this course are to:   1. introduce the key theories, methods and approaches of Comparative Linguistics (includes comparison and contrast between Comparative Linguistics and Historical Linguistics). 2. investigate Contrastive analysis (CA) Hypothesis and discusses its relevance to both comparative and applied linguistics (the controversies over CA will be briefly surveyed and discussed) 3. examine phonological, morphological, syntactic, semantic and pragmatic, discourse systems and patterns between English and Arabic. The implications for this comparison and contrast for EFL in Arabic-speaking countries may be considered. 4. explore comparative analyses between various languages and language systems. This may include comparisons of inter/multi/cross-cultural communication as well as the new perspectives such as Internet Linguistics, New Englishes, etc. |

|  |
| --- |
| 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)  1.The course will be conducted via lectures in the main; worksheets, and group discussions will also be used. There will be:  1.increasing use of IT or web-based reference material in teaching.  2. using of electronic resources in assignments writing.  3. regularly change and updating for textbooks and references.  4. encouraging the students to explore their own language and the family of language it belongs to. |

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

|  |
| --- |
| Course Description:  Comparative Linguistics (which historically emerged out of Historical Linguistics) studies the similarities and differences between two or more languages. This course seeks to provide students with a working knowledge of: 1. History, approaches and methods of Comparative Linguistics. 2. Common terms, and trends in Comparative linguistics (e.g. cognates, lexicostatistics, etc).  3. Relationship between Historical Linguistics and Comparative Linguistics. 4. Contrastive Linguistics/Analysis (in the light of Comparative Linguistics). 5. Phonological, Morphological, Syntactic, Semantics, Discourse similarities and differences between English and Arabic and the impact of that on learning English by speakers of Arabic language (e.g. segmental/supra-segmental, grammatical/discoursal differences between the two languages). 6. Aspects of Comparative Linguistics such as Inter/Cross-cultural Communication, along with new perspectives as Internet Linguistics (cf. Crystal, 2006,2011).  The course draws on a pool of paper and cyber/web-based materials and employs a range of methods: lecturing, class seminars/discussions, response papers/presentations, etc. Assessment of students' performance tends to be varied/multifaceted (tests, quizzes, research assignments, response papers, presentations, etc.) |

|  |  |  |
| --- | --- | --- |
| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Course Orientation | 1 | 3 |
| An Overview of Comparative linguistics | 1 | 3 |
| Comparative Linguistics vs. historical Linguistics | 1 | 3 |
| Types of Comparative Analyses and Methods (Cognates- Lexicostatistics, etc.) | 2 | 6 |
| Comparative Linguistics and Contrastive Linguistics/Analysis Hypothesis—Implications for Arabic vs. English linguistic systems. and for Arabic-speaking EFL pedagogy | 3 | 9 |
| Comparative Linguistics and Intercultural/Cross-cultural communication, Comparative Linguistics and Issues of Bi/Multi/-Lingualism, New Englishes, etc. | 4 | 12 |
| Special Aspects of Transfer (English & Arabic), at all aspects of linguistic system (phonological, morphological, syntactic, pragmatic/discourse, etc. | 2 | 6 |
| More focus on the theory of Contrastive analysis and its pedagogical implications | 1 | 3 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | **40** | **none** | **5** | **none** | **none** | **45** |
| **Actual** | **40** | **none** | **5** | **none** | **none** | **45** |
| **Credit** | **Planed** | **2** | **none** | **1** | **none** | **none** | **3** |
| **Actual** | **2** | **none** | **1** | **none** | **none** | **3** |

|  |
| --- |
| 3. Additional private study/learning hours expected for students per week.  none |

|  |  |  |  |
| --- | --- | --- | --- |
| 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** |
| **1.0** | **Knowledge** | | |
| **1.1** | Recall a working knowledge about the central approaches, theories and methods of Comparative Linguistics. | Lectures/ discussions | Tests/quizzes |
| **1.2** | Practice the relationship between Comparative Linguistics and Historical Linguistics (How much do language families and change affect the methods of Comparative Linguistics—cognates and lexicostatistics). | Lectures/ discussions | Tests/quizzes |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | Apply the complex relationship between languages (e.g. Arabic & English) on the basis of the theory of Contrastive Analysis/Contrastive Linguistics. | Lectures/ discussions | Tests/quizzes |
| **2.2** | Use the complex relationship between languages (e.g. Arabic & English) on the basis of the theory of Contrastive analysis/Contrastive Linguistics. | Lectures/ discussions | Tests/quizzes |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Demonstrate the pros and cons (merits/demerits of Contrastive Analysis Hypothesis (CAH) and its implications for EFL pedagogy and language education. | Group work | Presentations |
| **3.2** | Communicate in English. | Participations/ Responses to questions | Class discussion |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Interpret the phenomena of inter/multi/cross-cultural communication as well as the new perspectives such as Internet Linguistics, New Englishes; and Issues of Bi/Multi/Lingualism | Groupwork/ Responses to questions | response papers |
| **4.2** | Evaluate the role of the similarities and differences between English and Arabic languages aspects (such as: phonological, morphological, structural, semantic and pragmatic/discourse systems) in learning English language. | Pair work | Research Assignments |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** | The first Midterm Test | 6th &7th | 20% |
| **2** | assignments | At the end | 10%. |
| **3** | Discussions and worksheets | spread | 5%. |
| **4** | Presentations and quizzes | Whole term | 5% |
| **5** | The Second Midterm Test. | 12th &13th. | 20% |
| **6** | The Final Exam. | At the end | 40% |

**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)**  6 hours each week |

**E Learning Resources**

|  |
| --- |
| **1. List Required Textbooks**  R. Anttila, (1999) Historical Comparative Linguistics: John Benjamin |
| 2**. List Essential References Materials (Journals, Reports, etc.)**  Hock, Hans, Henrich, and Brain Josef (1989) Comparative Linguistics  David Crystal (2011) Internet Linguistics  Winfred Lehmann, 1993, Historical Linguistics: Rout ledge  Lyle Campbell (2004) Historical Linguistics': Cambridge University press.  Shendl Herbert, 2003, Historical Linguistics: Oxford University Press.  R. H Robins, 1997, A Short History of Linguistics: Longman.  The Handbook of Historical Linguistics  Editor(s): Brian D. Joseph, Richard D. Janda  Published Online: 30 JAN 2008  Print ISBN: 9780631195719  Online ISBN: 9780470756393  DOI: 10.1002/9780470756393 |
| 3**. List Electronic Materials, Web Sites, Facebook, Twitter, etc.**   * www.esl.com * www.sil.org   www.wikipedia.com |
| 4. **Other learning material such as computer-based programs/CD, professional standards or regulations and software.**  computer-based programs |

**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 (Lecture rooms, laboratories, etc.)  Lecture rooms to accommodate not more than 40 students |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)  None |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)  None |
| 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**  1.Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class  2.End of term college evaluation of course by students ( to be collected by the department |
| **2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department**  1. The feed-back from the terms. Tests and quizzes increase instructor’s awareness of the weak and strong points of the class  2. End of term college evaluation of course by students  3. Throughout-the-term debriefing in class of students and teacher regarding what went well and what could have gone better. |
| **3. Processes for Improvement of Teaching**  1. Workshops to facilitate the exchange of experiences amongst faculty members  2 Discussion of challenges in the classroom with colleagues  3. Encouragement of faculty members to attend professional development conferences  4. Keep up to date with pedagogical theory and practice  5. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results.  6. Regular meetings with the coordinators and other instructors of the course to  exchange ideas and discuss ideas and problems. |
| **4. Processes for Verifying Standards of Student Achievement**  1. Check marking of a sample of examination papers by another faculty member.  2. Regular meetings with the coordinator and other instructors to exchange samples of  exam papers to verify standards of students’ achievement.  3. Students who believe they are underrated can have their papers checked by  another specialized reader. |
| 5**. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement**.  1. Regular meetings with the coordinators and other instructors to discuss improvement  2. Having a curriculum review committee to review the curriculum periodically and suggest improvements.3. Comparing syllabi and course description with other universities (including those on the net)  4.Biannual meetings of faculty members to discuss improvement 5. Revising course specification  6. Providing updated materials. |

**Name of Course Instructor:** Zuhour Mohammed El Fadul

**Signature: Zuhour Date Specification Completed: 25/2/1439H**

**Program Coordinator:** Dr. Murad Al-Shboul

**Signature: Date Received: ………………………………......**