



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	College of Education.
Academic Department :	English Department
Programme :	English Language (B.Ed. Programme)
Course Title and Code :	Special Topics in Linguistics (ENGL 425)
Specification Approved Date :	/3/1440 H, 18/2/2019

Course Specifications

Institution: Majmaah University	Date:
College/Department : College of Education, Department of English	

A. Course Identification and General Information

1. Course title and code: Special Topics in Linguistics (ENGL 425)																												
2. Credit hours: 2 credit hours																												
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) English Language																												
4. Name of faculty member responsible for the course Dr. Abdelmagid Abdelrahman																												
5. Level/year at which this course is offered: 9 th level																												
6. Pre-requisites for this course (if any) : Introduction to Linguistics ENGL215 ENGL 325 Sociolinguistics ENGL 414 Discourse Analysis																												
7. Co-requisites for this course (if any): (NA)																												
8. Location if not on main campus: (NA)																												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="padding: 5px;">9 - Mode of Instruction (mark all that apply)</td> </tr> <tr> <td style="width: 40%; padding: 5px;">A - Traditional classroom</td> <td style="width: 10%; text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="width: 40%; padding: 5px;">What percentage?</td> </tr> <tr> <td style="padding: 5px;">B - Blended (traditional and online)</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> </tr> <tr> <td style="padding: 5px;">D - e-learning</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> </tr> <tr> <td style="padding: 5px;">E - Correspondence</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> </tr> <tr> <td style="padding: 5px;">F - Other</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> </tr> </table> <table style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 60%;"></td> <td style="width: 10%; text-align: center; border: 1px solid black;">80 %</td> </tr> <tr> <td></td> <td style="text-align: center; border: 1px solid black;">10 %</td> </tr> <tr> <td></td> <td style="text-align: center; border: 1px solid black;">10 %</td> </tr> <tr> <td></td> <td style="text-align: center; border: 1px solid black;">..... %</td> </tr> <tr> <td></td> <td style="text-align: center; border: 1px solid black;">..... %</td> </tr> </table>	9 - Mode of Instruction (mark all that apply)			A - Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	B - Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	D - e-learning	<input checked="" type="checkbox"/>	What percentage?	E - Correspondence	<input type="checkbox"/>	What percentage?	F - Other	<input type="checkbox"/>	What percentage?		80 %		10 %		10 %	 %	 %
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Comments:

B Objectives

What is the main purpose for this course?

Upon successful completion of the course, students are expected to:

1. Get a broader and more profound perspective of the main concepts of the special topics in linguistics discussed in the course.
2. Gain deep insights into the topics studied in the course.
3. Read critically and discuss the specific materials assigned by instructor.
4. Demonstrate effective presentation skills of the selected topics.
5. Attain some research skills in the context of the topics selected and studied.
6. Display some independent and autonomous learning skills.
7. Conduct a term project on an assigned or self-selected topic in linguistics.
8. Recognise the dynamic and interdisciplinary nature of linguistics and language issues.

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)

Using a mixture of methods that combine informative traditional lecturing with a set of modern classroom learner-centred techniques. The latter techniques make use of technology and (ICT).

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

Special Topics in Linguistics is an advanced course in linguistics which seeks to broaden and sharpen students' understanding and thinking about some particular language issues. It generally builds on students' knowledge, experience and skills gained from the overall courses of theoretical and applied linguistics they have so far gone through. Using the seminar strategy, instructors will select a few interesting topics and then particularly investigate and research them making use of some assigned readings. Instructors may opt to involve students in the process of selecting the topics if deemed significant and appropriate. The selection of the topics, though flexible and open, should be based on the following:

- Relevance to social, educational, cultural or environmental current issues.
- Timeliness(new, novel and updated topics are always preferable).
- Debatability and contentiousness (topics that evoke thinking, criticism and controversy are preferred to those are not).
- Practicality (such as availability of materials).
- Innovation and creativity.

Suggested topics may include: Intertextuality, Critical Applied Linguistics, Stereotypes, Productivity and Creativity in Morphology, Lexical Gaps, Markedness, Grammaticalisation in Syntax, Pidgins and Creoles in Sociolinguistics, Linguistics and literary Criticism, stylistics, Language and Climate Change, Naming and Address Terms, Multimodality, Language and Racism, Bilingualism, Critical Linguistics, Developmental Linguistics, Forensic Linguistics, Language and Diversity, language, Ideology and Power, Language and Social Change, Language and Identity, Language and Culture, Schema Theory, language Planning, Language Loss/Attrition and Endangered Languages, etc.

After carefully selecting the topics(the number of the topics will be decided by the instructor depending on a range of factors), students will read prescribed/assigned readings and then discuss the content in the classroom with the guidance and help of the instructor. Afterwards, a response or summary paper will be required from the students who may also be asked to conduct and write a small project on the issue discussed. Note that the topics selected may also be overlapping with other courses which the students have already gone through or are currently taking, but the degree of focus and intensiveness will be greater and deeper in this course.

Variation in topic selection, methods of instruction (focus group discussion, seminars, project, etc.) together with adopting a multifaceted strategy of evaluating students work, would always be recommended.

List of Topics	No. of Weeks	Contact Hours
Course Orientation	1	3
Selecting the appropriate topics on the basis of the general criteria outlined in the above course description(see also the suggested topics from which you may choose).	2	6
Identify the assigned readings and materials for each topic selected (including both print and web-based materials)	2	6
Students present and discuss topic (1)	1	3
Critical analysis and response paper for topic (1)	1	3
Students present and discuss topic (2)	1	3
Critical analysis and response paper for topic (2)	1	3
Students present and discuss topic (3)	1	3

Critical analysis and response paper for topic (3)	1	3
Students present and discuss topic (4)	1	3
Critical analysis and response paper for topic (4)	1	3
Midterm(s) + An Overall Review/Revision + Final Exam.	2	6

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	37				8	45
	Actual	39				3	42
Credit	Planned	45					45
	Actual	40					45

3. Additional private study/learning hours expected for students per week. 2

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Identify main ideas, concepts, terms, etc., of the topics selected and discussed in the course showing a profound understanding of them.	Lecturing & Discussion	Post-class quiz and discussion+ mid & final exams.
1.2	Demonstrate knowledge and skills related to the topics discussed in the	Mixed methods, lecturing, class	Post-class quiz and discussion+

	course.	discussion, individual and class tasks.	mid & final exams.
2.0	Cognitive Skills		
2.1	Discuss profoundly some key issues of language relevant to the special topics studied during the course.	Lecturing , Discussion , Students' data projector/powerpoint presentations.	A task /quiz involving getting students to write/talk about the topics discussed in the class.
2.2	Show high critical thinking skills in the context of reading the assigned texts, discussing, analysing and summarising them.	Mixed methods, lecturing, class discussion, individual and class tasks.	A task involving getting students to research compare and contrast different issues of language and linguistics relevant to the course.
2.3	Write up a response paper on each of the topics following the class discussion/seminar.	Lecturing & Class Discussion.	Response paper-other relevant tasks.
2.4	Develop a few refined research skills in the context of the special topics selected, investigated and discussed throughout the course.	Lecturing & Class Discussion	Project Report/response papers
3.0	Interpersonal Skills & Responsibility		
3.1	Depending on the topics studied, students display independent thinking and ability to read critically and synthesise assigned materials.	Lecturing, Class Discussions & Presentations. Relevant tasks	Response papers and assignments + Mid & Final exams.
3.2	Display good problem-solving skills in the light of the knowledge and practices gained from special topics studied in the course.	Mixed methods, lecturing, class discussion, individual and class tasks.	A set of quizzes and response papers.
3.3	Develop team work skills from their	Task-based teaching	Checking if

	work on project and group discussions/presentations of the particular topics examined in the course.		tasks are completed successfully and in time.
3.4	Develop some stress management skills along with a few other soft communication skills from their work on project, assignments, presentations and other tasks.	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.
4.0	Communication, Information Technology, Numerical		
4.1	Display general computer and internet skills in the context of special topics investigated in the course. Use social media (WhatsApp/Twitter, Facebook, etc.) to discuss the particular topics of the course.	Lecturing & task-based teaching involving internet tasks. Demanding students use PowerPoint in presentations	Quizzes and response papers + Dada projector presentation
4.2	Prepare some web-base materials relevant to the course topics along with getting them to experience wikis, e-books and some e-journals.	Lecturing & task-based teaching involving internet tasks. Giving wiki/ e-books/ e-journals assignments and coach students in how to carry them out.	Keeping check lists for completed tasks and a lot marks for the use of web-based materials in presentations and assignments.
5.0	Psychomotor		
5.1	Not applicable (NA)	Not applicable (NA).	Not applicable (NA)

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	Oral Presentations/Quizzes/Exercises	From 2 nd to 13 th	5
2	Midterm	10th	20

3	Research Summary or Response Paper	12-14 th	5
4	Class Participation(including focus group discussions)	Over the term	2
5	Term Project	13-14 th	8
6	Final Examination	15 weeks	60
7	Total		100
8			

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)

4-5 hours office hours per week.

Students receive various kinds of counseling inside and outside classroom(formally and informally).

Particular counseling is given to help students do project work.

E Learning Resources

1. List of Required Textbooks :

Note:

***The selection, preparation or collation of materials will largely depend on the special topics that will be studied in the course and which may change from term to term. However. The following list of readings, books and references may be useful:**

Cummings, Louise. (2008). Clinical Linguistics. Edinburgh; Edinburgh University Press

Gibbons, John. (2003). Forensic Linguistics: An Introduction to Language in the Justice System. London: Wiley Blackwell.

Johnstone, Barabara. (2018). Discourse Analysis (3rd edition). London": Wiley Blackwell.

Opler, Loraine. (1998). Language and the Brain (Cambridge Approaches to Linguistics) 4th ed. Cambridge: Cambridge university Press.

Paltridge, Brian. (2012). Discourse Analysis (2nd edition). London: Bloomsbury.

Ricento, Thomas (ed.). (2015). Language Policy and Planning. London: Routledge.

- **Web-based materials collated from various sources.**

2. List of Essential References Materials :

- **Gee, James Paul. (2014). An Introduction to Discourse Analysis: Theory and Method (4th edition). London: Routledge.**
- **Fairclough, Norman. (2011/2013). Language and Power (2nd edition). London: Routledge**
- *Heigham, J. and R. Croker (eds.) (2009) Qualitative Research in Applied Linguistics. Hampshire: Palgrave Macmillan.*

3. List of Recommended Textbooks and Reference Material :

Rogers, Rebecca. (2011). Critical Discourse Analysis in Education (2nd edition). London: Routledge.

4. List of Electronic Materials :

- **www.sparknotes.com**
- **www.endnotes.com**
- **<https://www.cambridge.org/core/journals/journal-of-linguistics>(Journal of Linguistics)**
- **<https://journals.equinoxpub.com/index.php/IJSLL/index>(**[International Journal of Speech Language and the Law](#)**)**

9. Other learning material :

**[Clinical Linguistics & Phonetics Journal](https://www.tandfonline.com/loi/iclp20)
(<https://www.tandfonline.com/loi/iclp20>)**

- **Van Dijk's Journals of Discourse Studies.**
- **Any other recognized journals or websites in Linguistics.**



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 (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Larger and more convenient classrooms.**
- **Better equipped language labs.**

2. Technology resources (AV, data show, Smart Board, software, etc.)

- **Laptop computer-projector system.**

Data show to facilitate going over students' papers in class

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list).

CDs/Flash memory materials

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

1. Individual interviews and class discussions to identify strengths and weaknesses.
 2. Informal course evaluation by students performed monthly over the term.
 3. End of term college evaluation of course by students (to be collected by the department).
 4. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.
-

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- **Exchanged instructor (peer) visits encouraged by the department.**
- **Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.**
- **An end-of-the-term course report required by the department Quality Unit.**

3 Processes for Improvement of Teaching :

- **Workshops and seminars (both inside and outside the department).**
 - A set of strategies to ensure variability, updatedness and flexibility of materials.

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):

- **Adopting a regular system of marking peer checking.**
- **Having students' final exam sheets checked by an independent reviewer/marker.**
 - **Holding regular workshops devoted partially or wholly to discussing testing criteria and problems.**
 - **Students who believe they are under-graded may have their papers checked by a second reader/marker.**

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- **Regularly review syllabi and course descriptions for more improvement and updatedness (taking some reputable institutions as benchmarks/touchstones).**
- **Holding regular meetings and workshops to discuss syllabus improvement.**
- **Checking course effectiveness via constantly seeking feedback from students and graduates/alumni (esp. those who have been recruited as school/college teachers).**

Name of Course Instructor: Dr. Abdelmagid Abdelrahman

Signature: Date Specification Completed: 18/2/2019

Program Coordinator: Dr. Aied Alenizi

Signature: Date Received: 18/2/2019

