جامعة المجمعة
Majmaah University

VISION رؤية
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 :	**Introduction to Linguistics (ENGL 215)**
Specification Approved Date :	3 /6/1440H, 8/2/2019

Institution: Majmaah University	**Date:**
College/Department : College of Translation**, Department of English**	

A. Course Identification and General Information

1. Course title and code: **Introduction to Linguistics ENGL 215**
2. Credit hours:**3 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 Imran Khan
5. Level/year at which this course is offered:**4th level**
6. Pre-requisites for this course (if any):**ENGL 121**
7. Co-requisites for this course (if any): **(NA)**
8. Location if not on main campus: **(NA)**

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9 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	√	What percentage?	**80 %**
B - Blended (traditional and online)	√	What percentage?	**15 %**
D - e-learning	√	What percentage?	5 %
E - Correspondence		What percentage?	……. %
F - Other		What percentage?	……. %

Comments:

B Objectives

What is the main purpose for this course?

By the end of the course, students should be able to:

1. Define main theories, approaches, terms and concepts of Language and Linguistics.
2. Discuss some core subdisciplines of Language and Linguistics.
3. Discuss the various theories of language evolution and origin.
4. Define and explain central issues in microlinguistics (Phonetics, Phonology, Morphology, Syntax, Semantics, etc).
5. Explain major macrolinguistics domains and subdisciplines (including but not limited to: Pragmatics, Sociolinguistics, Applied Linguistics, Educational Linguistics, Historical Linguistics, Comparative Linguistics, Psycholinguistics, Discourse Analysis).
6. Define and explain some new and emerging trends and special domains in linguistics (Cognitive Linguistics, Neurolinguistics, Ecolinguistics, Biolinguistics, Computational Linguistics, Developmental Linguistics, Clinical Linguistics, etc).
7. Review and talk about some particular issues in linguistics such as Language Acquisition and Learning, Language Change, Language and Culture, etc.

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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. Increased use of web-based reference material.
2. Relating what is taught in the classroom with practical learner's linguistic awareness.
3. Consistently practicing linguistic assignments.

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

Linguistics is the scientific study of language and this course aims to acquaint students with the central modern linguistics theories, approaches, terms, concepts and sub disciplines. The branches of linguistics (both micro and macro) will be briefly defined and explained. The various definitions of language, its nature, origin and evolution will also be discussed (drawing on Lyons and Yule is recommendable in this respect). Micro-level branches of linguistics such as (Phonetics, Phonology, Morphology, Syntax, Semantics, etc.), will all be surveyed. In addition, the course will introduce students briefly to important sub disciplines of Macro linguistics (Pragmatics, Sociolinguistics, Applied Linguistics, Educational Linguistics, Historical Linguistics, Comparative Linguistics, Psycholinguistics, Discourse Analysis, etc.). The new and emerging trends and sub disciplines of linguistics such as Cognitive Linguistics, Neurolinguistics, Eco linguistics, Bio linguistics, Computational Linguistics, Developmental Linguistics, Clinical Linguistics, etc.), will also be briefly defined and explained as the course proceeds.

Furthermore, students are also expected to be introduced, in a bit more detailed manner, during the

survey, to some particular domains of linguistics such as Language Acquisition and Learning, Language Change, Language and Culture, etc,.

Instructors may collate their materials from more than one textbook taking into account the much more recent course books or editions. If a particular textbook such Yule's "Study of Language" or Lyon's "Language and Linguistics" is selected, then it is recommendable that it be supplemented by materials from other sources as well.   Variation, flexibility and timeliness are always advisable for course content, materials, methods of instruction and strategies of evaluation.

List of Topics	No. of Weeks	Contact Hours
Course Orientation: Introduction and orientation to the course	1	3
The Origins of Language	1	3
Animal and Human Language	1	3
The Phenomenon of Language: History and Development	1	3
Sounds and Sound Patterns of Language (Branches of Phonetics and Core Aspects)	1	3
Phonology: Sound systems of languages (phoneme, allophone, syllable, connected speech phonology, etc.)	1	3
Words and Word Formation Processes	2	6
Syntax. (First Midterm Test)	1	3
Semantics	1	3
Macro linguistics 1 Pragmatics, Sociolinguistics and Discourse Analysis	1	3
Macro linguistics 2 Psycholinguistics, Applied Linguistics, Educational Linguistics, Language acquisition and Learning, etc	1	3
New and Emerging Trends in Linguistics:Cognitive Linguistics, Neurolinguistics, Ecolinguistics, Biolinguistics, Computational Linguistics, Developmental Linguistics Clinical Linguistics, Peace Linguistics, etc).	1	3
Language Culture: Relationship between Language, Culture and Thought, Whorfian Hypothesis, etc)	1	3
Biloinguistics: Language and the Brain (e.g. drawing on Radford, Atkinson, Britain, Clahsen and Spencer:	1	3

Linguistics: An Introduction)		
Revision, Midterms and Final Exam	1	3

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	37				8	45
	Actual	39				3	42
Credit	Planed	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	Defining Linguistics? Stating micro and macro branches of linguistics.	Lecturing Class Discussion Class Presentations	Traditional tests and quizzes Midterms and Final Exams
1.2	Specify the properties and features of human language and its development and evolution.	Lecturing & discussions	Quizzes

1.3	Demonstrate the main ideas and components of macrolinguistics subfields: Sociolinguistics, Applied Linguistics, Educational Linguistics, Historical Linguistics, Comparative Linguistics, Psycholinguistics, Biolinguistics, Discourse Analysis, etc.	Mixed methods, lecturing, class discussion, individual and class tasks	-Homework assignments. -Midterm and final exams.
2.0	**Cognitive Skills**		
2.1	Compare and contrast between human language animal communication systems.	-Lectures -Class work, -discussion	-Homework assignments. -Midterm and final exams.
2.2	Discuss the new trends in linguistics: clinical Linguistics, Critical Applied Linguistics, Ecolinguistics, etc.	-Class work, -discussion	-Homework assignments. -Midterm and final exams. -Quizzes
2.3	Review the relationship between; 1. Language and Culture 2. Language and the Brain 3. Language and Society	-lectures -discussion, -speaking practice free/control	- Assignments. -graded presentations
2.4	Think critically and creatively making use of knowledge and skills obtained from studying linguistics.	Lecturing & Class Discussion	Post-class quiz Quizzes
3.0	**Interpersonal Skills & Responsibility**		
3.1	Communicative effectively while drawing on knowledge and skills gained from studying linguistics. Think in an interdisciplinary way in the light of the interdiscilinarity of linguistics.	-Homework	Students can complete phonetic analysis assignments in due time;
3.2	Participate in class discussion and could think critically.	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to draw trees on the board.	A set of quizzes and response papers.
3.3	Act positively and independently in carrying out individual assignments and response papers.	Task-based teaching	Checking if tasks are completed successfully and in time.
3.4	Stimulate students to freely express their own ideas about linguistics.	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.
4.0	**Communication, Information Technology, Numerical**		
4.1	Using electronic/web-based test data bases	Lecturing &	Allocate marks for the use of audio,

| | | task-based teaching involving internet tasks.

Giving wiki/ e-books/ e-journals assignments and coach students in how to carry them out. | video and web-based material in students' assignments and presentations; |
|---|---|---|---|
| **4.2** | Using the multimedia in studying linguistics. | Encourage students to consult a computer lab specialist for assistance with web-based material; | Notify students about the scale(s) to be used in evaluating their 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	1st midterm	Middle of term	15 %
2	Participation	All along	5 %
3	Home assignments/Quizzes	All along	5 %
4	2nd midterm	Week 12	15 %
5	Final	Week 15	60 %
6	**Total**		**100**
7			

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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 :
- **George Yule (2006). The Study of Language Cambridge University Press: Cambridge**

2. List of Essential References Materials :
- **http://www.ielanguages.com/linguist.html**
- **http://www.questia.com/library/530979/language-and-languages-an-introduction-to-linguistics**
- **http://mcgregor.continuumbooks.net**

3. List of Recommended Textbooks and Reference Material :

1. Lyons. (1995)   Introduction to Theoretical Linguistics. Cambridge University Press: Cambridge.
2. Lyons. (2002 Language and Linguistics. Cambridge University Press: Cambridge.
3. Crystal, D. 2003 A Dictionary of Linguistics and Phonetics. Blackwell
4. Yule, J. (2010) The study of language: 4th edition. Cambridge: Cambridge University Press.
5. An Introduction to Language Victoria Fromkin, Robert Rodman and Ninas Hyams / Cengage Learning US 2018(latest edition)

4. List of Electronic Materials :
- **www.sparknotes.com**
- **www.endnotes.com**
- **Slide share**

5. Other learning material :

N. A

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.)
- **Computer Lab**
- **Classroom**
- **Library**

Projector with internet

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**
- **Multimedia projector system**
- **Computer lab**

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. 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)
3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the department and the instructor being evaluated

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 thedepartment).
- A set of strategies to ensure variability, up datedness and flexibility of materials.

4Processes 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 and 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 up-datedness (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: Imran Khan

Signature: ………………………. Date Specification Completed: 3 /6/1440H, 8/2/2019

Program Coordinator: Dr. Aied Alenazi
Signature: ……………………….. Date Received: 3 /6/1440H, 8/2/2019