Course Specification
— (Bachelor)

Course Title: Special Topics in Linguistics

Course Code: ENGL 425

Program: English Language Program

Department: Department of English

College: College of Education

Institution: Majmaah university

Version: TP – 153 / 2023

Last Revision Date: 13th of June 2023

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A. General information about the course:

1. Course Identification

1. Credit hours: (………)

2. Course type

A.	□University	□College	☒ Department	□Track	□Others
B.	☒ Required			□Elective	

3. Level/year at which this course is offered: (9ᵗʰ Level)

4. Course general Description:

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, Grammaticalization in Syntax, Pidgins and Creoles in Sociolinguistics, Linguistics and literary Criticism, stylistics, Language and Climate Change, Naming and Address Terms, Multimodality, Language and Racism, Biolinguistics, 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.

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

ENGL 215

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

NONE

7. Course Main Objective(s):

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
Conduct a term project on an assigned or self-selected topic in linguistics
7. Conduct a term project on an assigned or self-selected topic in linguistics
8. Recognize the dynamic and interdisciplinary nature of linguistics and language issues

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	83%
2	E-learning		
3	Hybrid • Traditional classroom • E-learning	5	17%
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	25
2.	Laboratory/Studio	5
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Identify main ideas, concepts, terms, etc., of the topics selected and discussed in the course showing a profound understanding of them.	K1	Lecturing, discussion, focus group discussion, class presentations etc.	Exams and Quizzes
2.0	Skills			
2.1	(Cognition): Showing high critical thinking skills in the context of reading the assigned texts, discussing, analyzing and summarizing them.	S2	Discussion and Using inquiry-based (problem-solving) strategies on real-life problems	Group conversation, exams and assignments
2.2	(communication): Present and reflect profoundly some key issues of language relevant to the special topics studied during the course.	S1	Mixed methods, lecturing, class discussion, individual and class tasks.	homework and discussion, projects and presentation
...				
3.0	Values, autonomy, and responsibility			
3.1	Show team work skills on projects, academic commitment, ethical principles and group discussions/presentations.	V1 & V2	Discussions about research ethics Workshops about plagiarism Group projects	presentations and observations rubric

C. Course Content

No	List of Topics	Contact Hours
1.	**Course Orientation**	**2**
2.	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).	4

3	Identify the assigned readings and materials for each topic selected (including both print and web-based materials)	2
4	Students present and discuss topic (1)	4
5	Critical analysis and response paper for topic (1)	2
6	Students present and discuss topic (2)	2
7	Critical analysis and response paper for topic (2)	2
8	Students present and discuss topic (3)	2
9	Critical analysis and response paper for topic (3)	4
10	Students present and discuss topic (4)	2
11	Critical analysis and response paper for topic (4)	2
12	Midterm(s) + An Overall Review/Revision + Final Exam.	2
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment(s) (Competence: Responsibility)	Throughout the term	10% Competence :Responsibility
2.	Presentation/ participation/ group assignment (Skills: Communication)	Throughout the term	10% Skills: Communication
3.	Quiz(zes) (knowledge+ skills)	Any time during the semester	15%
4.	Midterm Exam (knowledge + skills)	8	25%
5.	**Final Exam** (knowledge+ skills)	16	**40%**
6.			
...			

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Note: The selection, preparation 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: \ Johnstone, Barabara. (2018). Discourse Analysis (3rd edition). London": Wiley Blackwell. *Heigham, J. and R. Croker (eds.) (2009) Qualitative Research in Applied Linguistics. Hampshire: Palgrave M*
Supportive References	- Obler, 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 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
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
Other Learning Materials	Blackboard (LMS), University website **Clinical Linguistics & Phonetics Journal (https://www.tandfonline.com/loi/iclp20)** *Heigham, J. and R. Croker (eds.) (2009)* Qualitative Research in Applied Linguistics*.* *Hampshire: Palgrave Macmillan*

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom
Technology equipment (projector, smart board, software)	Data show computer, internet access.
Other equipment (depending on the nature of the specialty)	Loud speakers

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching and assessment	Students Students Faculty / FacultyReviewer Program Leaders	Indirect (CES + PES + SES) Indirect (SSLS) Direct: Peer evaluation (according to the course) Direct: Faculty evaluation form
Extent of achievement of course learning outcomes	Students Faculty and Program Leaders	Direct and Indirect
Quality of learning resources	Students Students	Indirect (CES + PES + SES) Indirect (LUS)

Assessment Areas/Issues	Assessor	Assessment Methods
	Program Leaders	Indirect (LUS) Direct: Observation
The extent to which CLOs have been achieved	Faculty and Program Leaders	Direct assessment of course learning outcomes
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Board/Council; Academic Board and Committee for Course/Curricula Development
REFERENCE NO.	
DATE	4/10/2023