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| Institution : | College of Science and Humanities at Hotat Sudair | |
| Academic Department : | English Language ... | |
| Programme : | B.A in English Language | |
| Course title and code: | Introduction to Linguistics ENG223 | |
| Specification Approved Date : | | / / 1439 H |

**Course Specifications**

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| **Institution:** College of Science and Humanities at Hotat Sudair | **Date: 26/2/439H** |
| **College/Department:** College of Science and Humanities at Hotat Sudair/English Department | |

**A. Course Identification and General Information**

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| 1. Course title and code: Introduction to Linguistics ENG223 |
| 2. Credit hours:3 |
| 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: 4th 1439H |
| 6. Pre-requisites for this course (if any):  ENG121 |
| 7. Co-requisites for this course (if any):  ENG313,315,414 |
| 8. Location if not on main campus:  The main campus: Hawtat Sudair |
| 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**

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| 1. What is the main purpose for this course? **The course aims to improve students’ knowledge of English linguistics by:**  1. introducing them to the theories about the origins of language and how human language differs from animal's.  2. introducing them to the fundamental concepts and components of language and Linguistics  3. introducing them to some macro-linguistics aspects. |

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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.Widely use of online resources in addition to extensive practice.  2. Use of Web-CT for uploading material.  Worksheets in D2L for practice  3\_Games\_Quizzes\_Exercises for motivation and evaluation. |

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

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| Course Description:  This course aims to acquaint students with the theories about the origins of language and how does it differ from other systems of communication. Specifically, it also aims to introduce the fundamental concepts of language and linguistics and the major components of linguistic, such as phonetics phonology, morphology syntax, semantics and pragmatics. Students will also be introduced to word formation processes and some macro- linguistic aspects e.g. Sociolinguistics, Psycholinguistics, Discourse Analysis, Language Change and Language and Culture. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Course Orientation .. | 1 | 3 |
| The origins of language | 1 | 3 |
| Writing Development | 1 | 3 |
| The sound patterns of language | 1 | 1 |
| Word formation process | 2 | 6 |
| More practice on identifying roots, bases, stems, prefixes and suffixes. | 1 | 3 |
| Morphology | 1 | 3 |
| Semantics | 1 | 3 |
| Pragmatics | 1 | 3 |
| Discourse Analysis | 1 | 3 |
| Language Acquisition | 1 | 3 |
| Sociolinguistics | 1 | 3 |
| Psycholinguistics | 1 | 3 |
| Language and culture | 1 | 3 |
| Total | 15 | 45 |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** |  |  |  |  |  |  |
| **Actual** | **3** |  |  |  |  | **45** |
| **Credit** | **Planed** |  |  |  |  |  |  |
| **Actual** | **3** |  |  |  |  | **3** |

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

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| 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 theories of language origins and Writing development | Lecture | Test, quiz |
| **1.2** | Differentiate between language use and usage | Lecture | Test |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | Apply the basic knowledge of the fundamental concepts and components of language and linguistic., such as phonetics phonology, morphology syntax, semantics and pragmatics. | Lecture | Test |
| **2.2** | Practice some macro- linguistic aspects, e.g. Sociolinguistics, Psycholinguistics, Discourse Analysis, Language Change and Language and Culture | Lecture | Test |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Communicate in English language | Group work | Class discussion |
| **3.2** | Demonstrate appropriate linguistic and non-linguistic communication | Individual work | Oral presentation |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Interpret procedures involved in explaining politeness principles. | Pair work | Worksheets |
| **4.2** | Evaluate conversational maxims and speech acts. | speeches | Audio quiz |
| **5.0** | **Psychomotor** | | |

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| **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** | First Midterm test | 6th week | **20** |
| **3** | Second Midterm test | **14th week** | **20** |
| **4** | Oral presentation, Worksheets, quiz, classroom discussions | **Whole through** | **20** |
| **6** | Final exam | **The end of the course** | **40** |

**D. Student Academic Counseling and Support**

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| 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)  Throughout the whole week |

**E Learning Resources**

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| 1. List Required Textbooks  **G Yule. 2006. The Study of Language, 3rd Ed. CUP** |
| 2. List Essential References Materials (Journals, Reports, etc.)  **David Crystal, 2003, Cambridge University Press** |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   * www.linguist.net * www.sil.org   www.wikipedia.com |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  None |

**F. Facilities Required**

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| 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.)  **None** |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   * Lecture rooms for 30 students well equipped with teaching aids * Language labs * Library   Conference hall |
| 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)   * www.linguist.net * www.sil.org   www.wikipedia.com |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   * **Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class** * **End of term college evaluation of courses by students** |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  **Peer evaluation to assess ability of faculty members to work with their colleagues.** |
| 3. Processes for Improvement of Teaching   * **Training sessions** * **Workshops to facilitate the exchange of experiences amongst faculty members** * **Regular meetings where problems are discussed and solutions given** * **Discussion of challenges in the classroom with colleagues and supervisors** * **Keep up to date with pedagogical theory and practice** |
| 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)  **.Result Analysis of the first Mid Term Exams to concentrate on the weak students**   * **Mid Exams Result Analysis** * **Students’ presentations** * **Worksheets**   **Test papers** |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   * **Compare syllabi and course description with other universities (including those on the net)** * **Biannual meetings of faculty members to discuss improvement**   **Have a curriculum review committee to review the curriculum periodically and suggest improvements** |

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

**Signature: Zuhour Date Specification Completed: 26/2/1439H**

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

**Date Received: / /1439H**