



Course Specifications

Course Title:	Applied Linguistics
Course Code:	ENGL 313
Program:	B. A. in English Language
Department:	English Department
College:	Science and Humanities in Al-Ghat
Institution:	Majmaah University



A. Course Identification

1. Credit hours:	3 credit hours
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	6 th level
4. Pre-requisites for this course (if any):	<ul style="list-style-type: none"> ENGL 215
5. Co-requisites for this course (if any):	(NON)

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		80 %
2	Blended		15 %
3	E-learning		5 %
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	45
Other Learning Hours*		
1	Study	2
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

Applied linguistics is an interdisciplinary subfield of linguistics that deals with all aspects of linguistic theory that can be put into practice to bridge the gap between linguistic theory and practical fields such as language teaching and learning, translation, language therapy, forensics, counseling, computing, etc. The scope of the field has broadened enormously in the past three decades enabling it to branch out into an infinite range of increasingly new subfields: Forensic Linguistics, Clinical Linguistics, Biolinguistics, Neurolinguistics, Computational Linguistics, Peace Linguistics, Conversation Analysis, etc.

To start with, the course will survey the definition, history and scope of Applied Linguistics. It will then primarily discuss the central theories, approaches, ideas, terms and methods of Applied Linguistics in the domain of language teaching and language learning such as EFL learners' second language learning problems, difficulties, challenges and how to solve those them, Contrastive Analysis, Error Analysis, Transfer, Approaches and Methods of Language Teaching, Linguistic Theory and Translation, Language Learning Strategies and Styles, etc. The course will then devote a module to acquainting students with a range of recent domains of the subject generally outlined above. This module will, in the most part, be brief and sketchy as these areas will be also detailed in subsequent courses such as: Semantics and Pragmatics, Discourse Analysis, Special Topics in Linguistics, Psycholinguistics, Computer-aided Translation, etc.

Instructors are recommended to vary course content, materials, methods of instruction and tools to assess students' performance, along with adopting a practical stance whenever deemed appropriate and possible.

2. Course Main Objective

By the end of the course, students are expected to:

1. Acquaint students with the central ideas, concepts, theories, approaches, methods, history and scope of Applied Linguistics (AL).
2. Introduce students briefly to the key areas in the mainstream issues of applied linguistics: Language Learning and Teaching and Translation
3. Familiarise students with the primary technical terms, key concepts, techniques, approaches and methods in the field of applied linguistics
4. Introduce students briefly to some of the innovative and recent subfields of applied linguistics such as: Forensic Linguistics, Clinical Linguistics, Biolinguistics, Neurolinguistics, Computational Linguistics, Peace Linguistics, Conversation Analysis, etc.
5. Describe briefly the main points of a variety of language teaching methods and see the differences between them.
6. See the link between applied linguistics (e.g. contrastive Linguistics) and translation theory and practice.
7. Learn some important research skills in different domains of applied linguistics (bridging the gap between language and real-life problems and issues).
8. Finally, to think more critically, scientifically and analytically making use of knowledge and skills gained from the study of applied linguistics

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Define Applied Linguistics, its history, scope and interests.	
1.2	Outline the key points and ideas in traditional or mainstream topics of applied linguistics (language learning and teaching and translation).	
1.3	Discuss the fundamentals of some of the major language teaching methods and approaches (only briefly as these will be detailed in much more advanced courses in the study plan of the department).	

CLOs		Aligned PLOs
1.4	Mention some of the innovative, new and emerging areas of applied linguistics	
2	Skills :	
2.1	Discuss the fundamentals of some of the major language teaching methods and approaches (only briefly as these will be detailed in much more advanced courses in the study plan of the department).	
2.2	Explain and discuss a few fundamental concepts in Biolinguistics, Neurolinguistics and Computational Linguistics.	
2.3	Argue critically and sensibly making use of the skills and knowledge obtained from studying and researching applied linguistics.	
3	Competence:	
3.1	Learn to manage time effectively via meeting deadlines of activities and assignments.	
3.2	Learn inter-team and intra-team skills and spirit from the tasks given during the term.	
3.3	Students should can act positively and responsibly in carrying out individual assignments.	

C. Course Content

No	List of Topics	Contact Hours
1	Introduction: Course Orientation	3
2	Definition of the term applied linguistics, scope, history and it's applications to other sub	3
3	Unit/Module 1 Mainstream Domains: Language Learning and Teaching, Contrastive Analysis and Translation (1) Introducing key terms and concepts: learning, acquisition, linguistic competence, linguistic performance, errors, mistakes, descriptive and prescriptive linguistics, language transfer/language interference, etc.	9
4	Language Learning and Teaching (2) A brief discussion of second language acquisition theories and methods/approaches of language teaching and testing (these will be detailed in other subsequent courses such as Methods and Strategies of Language Teaching (ENGL 426) and Language Evaluation (ENGL 424) and Special Topics in Linguistics (ENGL 425). Stress Rules and Patterns (simple and complex words stress) Midterm	9
5	Tasks & Mid-term Interlanguage, Learning Strategies and Learning Styles	6
6	Unit/Module 2 New and emerging subfields of Applied Linguistics Introduction to these developing areas	3
7	Biolinguistics, Clinical Linguistics and Cognitive Linguistics: A Brief Introduction (language and speech disorders and speech therapy, language and the brain and language and cognition)	3
8	A brief introduction to Forensic linguistics (language and law) and Peace Linguistics	3

9	An Overall Review/Revision, + Final Exam.	6
Total		45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Define Applied Linguistics, its history, scope and interests.	Mixed methods, lecturing, class discussion, individual and class tasks	Traditional tests and quizzes
1.2	Outline the key points and ideas in traditional or mainstream topics of applied linguistics (language learning and teaching and translation).	Mixed methods, lecturing, class discussion, individual and class tasks	Quizzes and tests Midterms and finals
1.3	Discuss the fundamentals of some of the major language teaching methods and approaches (only briefly as these will be detailed in much more advanced courses in the study plan of the department).	Mixed methods, lecturing, class discussion, individual and class tasks	-Homework assignments. -Midterm and final exams.
1.4	Mention some of the innovative, new and emerging areas of applied linguistics	Mixed methods, lecturing, class discussion, individual and class tasks	-Homework assignments. -Midterm and final exams.
2.0	Skills		
2.1	Discuss the fundamentals of some of the major language teaching methods and approaches (only briefly as these will be detailed in much more advanced courses in the study plan of the department).	-Lectures -Class work, -discussion	-Homework assignments. -Midterm and final exams.
2.2	Explain and discuss a few fundamental concepts in Biolinguistics, Neurolinguistics and Computational Linguistics.	-Class work, - focus group discussion	-Homework assignments. -Midterm and final exams. -Quizzes
2.3	Argue critically and sensibly making use of the skills and knowledge obtained from studying and researching applied linguistics.	- Mixed methods, lecturing, class discussion, individual and class tasks	- Assignments. -graded presentations
3.0	Competence		
3.1	Learn to manage time effectively via meeting deadlines of activities and assignments.	- Setting deadlines for tasks.	Checking if students keep to deadlines in submitting assignments/response papers.
3.2	Learn inter-team and intra-team skills and spirit from the tasks given during the term.	Mixed methods, lecturing, class discussion, individual and class tasks.	Allocating marks for good team and intra-team work..

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	Students should can act positively and responsibly in carrying out individual assignments.	Task-based teaching	Checking if tasks are completed successfully and in time.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1 st midterm	Middle of term	20 %
2	Participation	All along	5 %
3	Home assignments/Quizzes	All along	5 %
4	2 nd midterm	Week 12	20 %
5	Final	Week 15	50 %
6			
7			
8			

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

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

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> Applied Linguistics. Guy Cook (2003). Oxford: Oxford University Press
Essential References Materials	<ul style="list-style-type: none"> Issues in Applied Linguistics (2001). Mc Carthy, M. Linguistics Oxford/ Maldon. MA: Blach Well.
Electronic Materials	<ul style="list-style-type: none"> Google Search
Other Learning Materials	-

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> • Larger and more convenient classrooms. • Better equipped language labs.
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> • Laptop computer • Multimedia projector system • Computer lab
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> • CDs/Flash memory materials

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
End of term college evaluation of course by students (to be collected by the department)		
End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better		
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		

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	