



Course Specifications

Course Title:	Special Topics in Linguistics
Course Code:	ENGL 425
Program:	English Language (B.A. Programme)
Department:	English Department
College:	College of Science and Humanities Studies –Alghat
Institution:	Majmaah University



A. Course Identification

1. Credit hours: 2 credit hours
2. Course type
a. University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 9 th level
4. Pre-requisites for this course (if any):
Introduction to Linguistics ENGL215
ENGL 325 Sociolinguistics
ENGL 414 Discourse Analysis
5. Co-requisites for this course (if any):
(NA)

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	22.4	80 %
2	Blended	2.8	10 %
3	E-learning	2.8	10 %
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	28 hours
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	
Other Learning Hours*		
1	Study	
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

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.

2. Course Main Objective

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.

Recognise the dynamic and interdisciplinary nature of linguistics and language is

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Identify main ideas, concepts, terms, etc., of the topics selected and discussed in the course showing a profound understanding of them.	
1.2	Demonstrate knowledge and skills related to the topics discussed in the course.	
1.3	Identify main ideas, concepts, terms, etc., of the topics selected and discussed in the course showing a profound understanding of them.	
1...		
2	Skills :	
2.1	Discuss profoundly some key issues of language relevant to the special topics studied during the course.	
2.2	Show high critical thinking skills in the context of reading the assigned texts, discussing, analysing and summarising them.	
2.3	Write up a response paper on each of the topics following the class discussion/seminar.	
2...	Develop a few refined research skills in the context of the special topics selected, investigated and discussed throughout the course.	
3	Competence:	
3.1	Depending on the topics studied, students display independent thinking and ability to read critically and synthesise assigned materials.	
3.2	Display good problem-solving skills in the light of the knowledge and practices gained from special topics studied in the course.	
3.3	Develop team work skills from their work on project and group discussions/presentations of the particular topics examined in the course.	

CLOs		Aligned PLOs
3...	Develop some stress management skills along with a few other soft communication skills from their work on project, assignments, presentations and other tasks.	

C. Course Content

No	List of Topics	Contact Hours
1	Course Orientation	3
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).	6
3	Identify the assigned readings and materials for each topic selected (including both print and web-based materials)	6
4	Students present and discuss topic (1)	3
5	Critical analysis and response paper for topic (1)	3
..6.	Students present and discuss topic (2)	3
7	Critical analysis and response paper for topic (2)	3
8	Students present and discuss topic (3)	3
9	Critical analysis and response paper for topic (3)	3
10	Students present and discuss topic (4)	3
11	Critical analysis and response paper for topic (4)	3
12	Midterm(s) + An Overall Review/Revision + Final Exam.	6
Total		

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	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 course.	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
...	Cognitive Skills		
2.0	Skills		
2.1			

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	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.
2.3...	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.
2.4	Write up a response paper on each of the topics following the class discussion/seminar.	Lecturing & Class Discussion.	Response paper-other relevant tasks.
3.0	Competence		
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 work on project and group discussions/presentations of the particular topics examined in the course.	Task-based teaching	Checking if tasks are completed successfully and in time.
3.4	Develop some stress management skills along with a few other soft communication skills from	Lecturing & task-based teaching.	Setting deadlines for assignments and response

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	their work on project, assignments, presentations and other tasks.		papers.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
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			

*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	<p>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:</p> <p>Cummings, Louise. (2008). Clinical Linguistics. Edinburgh; Edinburgh University Press</p> <p>Gibbons, John. (2003). Forensic Linguistics: An Introduction</p>
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	<p>the Justice System. London: Wiley Blackwell.</p> <p>Johnstone, Barabara. (2018). Discourse Analysis (3rd edition). London: Blackwell.</p> <p>Obler, Loraine. (1998). Language and the Brain (Cambridge Approaches to Linguistics) 4th ed. Cambridge: Cambridge university Press.</p> <p>Paltridge, Brian. (2012). Discourse Analysis (2nd edition). London: Bloomsbury.</p> <p>Ricento, Thomas (ed.). (2015). Language Policy and Planning. London: Routledge.</p> <p>Web-based materials collated from various sources.</p>
<p>Essential References Materials</p>	<ul style="list-style-type: none"> • 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 <p><i>Heigham, J. and R. Croker (eds.) (2009) Qualitative Research in Applied Linguistics. Hampshire: Palgrave Macmillan.</i></p>
<p>Electronic Materials</p>	<ul style="list-style-type: none"> • www.sparknotes.com • www.endnotes.com • https://www.cambridge.org/core/journals/journal-of-linguistics(Journal of Linguistics) <p>https://journals.equinoxpub.com/index.php/IJSL/index(International Journal of Speech Language and the Law)</p>
<p>Other Learning Materials</p>	<p>Clinical Linguistics & Phonetics Journal (https://www.tandfonline.com/loi/iclp20)</p> <ul style="list-style-type: none"> • Van Dijk's Journals of Discourse Studies. • Any other recognized journals or websites in Linguistics.

2. Facilities Required

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

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p>Exchanged instructor (peer) visits encouraged by the department.</p>	<p>Adopting a regular system of marking peer checking.</p>	<p>Individual interviews and class discussions to identify strengths and weaknesses.</p>
<p>Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.</p>	<p>Having students' final exam sheets checked by and independent reviewer/marker.</p>	<p>Informal course evaluation by students performed monthly over the term.</p>
<p>An end-of-the-term course report required by the department Quality Unit.</p>	<p>Holding regular workshops devoted partially or wholly to discussing testing criteria and problems.</p>	<p>End of term college evaluation of course by students (to be collected by the department).</p>
<p>Exchanged instructor (peer) visits encouraged by the department.</p>	<p>Students who believe they are under- graded may have their papers checked by a second reader/marker.</p>	<p>End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.</p>
<p>Department seminars held fortnightly to discuss various teaching and</p>		<p>Individual interviews and class discussions to identify strengths and weaknesses.</p>

Evaluation Areas/Issues	Evaluators	Evaluation Methods
linguistics issues arranged by the academic board of the department.		

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	Individual Dr. Abdalatif Mamoun Hassan
Reference No.	
Date	16.10.2019