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## Program Specifications (Postgraduate Degree)

<b>Program Name:</b> Master of Arts in Linguistics
<b>Qualification Level:</b> MA, Level 7
<b>Department:</b> Department of English Language and Literature
<b>College:</b> College of Languages and Translation
<b>Institution:</b> Imam Mohammad Ibn Saud Islamic University

غدير امين مالكي

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## A. Program Identification and General Information

<b>1. Program Main Location:</b>
<p><b>Main Campus (Male):</b> Imam Mohammad Ibn Saud Islamic University – College of Languages and Translation –Building Number 308</p> <p><b>Main Campus (Female):</b> King Abdullah City for Female Students – College of Languages and Translation –Building Number 326</p>
<b>2. Branches Offering the Program:</b>
None
<b>3. Reasons for Establishing the Program:</b> (Economic, social, cultural, and technological reasons, and national needs and development, etc.)
<ol style="list-style-type: none"> <li>1. National need for specialists to design postgraduate teaching curricula and conduct focused research in linguistics in Saudi public and private universities and training centers.</li> <li>2. Increasing market demand for linguistics academics, experts and consultants.</li> <li>3. National orientation towards cultural diversity and enhanced employability.</li> <li>4. Need for academic advising and supervising for forthcoming generations of Saudi graduates in theoretical and applied linguistic studies.</li> <li>5. Urgent demand for localizing expertise in theoretical and applied linguistic studies in educational settings.</li> </ol>
<b>4. System of Study</b>
<input checked="" type="checkbox"/> Coursework & Thesis <input type="checkbox"/> Coursework
<b>5. Mode of Study</b>
<input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Distance Education <input type="checkbox"/> Others
<b>6. Educational and Research Partnerships (if any)</b>
<p><u>Academic Research Partners:</u></p> <ol style="list-style-type: none"> <li>1. Prince Nayef Institute for Research and Consultation</li> <li>2. King Abdullah bin Abdul-Aziz Center for Contemporary Islamic Studies and Civilization Dialogue</li> <li>3. Prince Salman Center for Applied Linguistics</li> <li>4. UNESCO Research Chair for Interfaith and Cultural Dialogue</li> <li>5. UNESCO Research Chair for Quality in Higher Education</li> <li>6. King Abdullah Institute for Translation and Arabization</li> <li>7. Saudi Association of Languages and Translation (SAOLT)</li> <li>8. The Literature, Publishing and Translation Commission</li> </ol>

<b>7. Total Credit Hours for Completing the Program:</b> (42 hours)		
<b>8. Professional Occupations/Jobs:</b>		
The program's graduates aspire to the following job prospects:		
<p><b><u>Academic Careers:</u></b></p> <ul style="list-style-type: none"> <li>- Teaching advanced courses at university in both branches, theoretical and applied linguistics.</li> <li>- Supervising postgraduate research in both branches, theoretical and applied linguistics.</li> <li>- Designing and delivering advanced training courses both in public and private educational institutions and agencies</li> <li>- Design graduate and postgraduate teaching curricula</li> <li>- Serving on thesis defense panels locally and abroad</li> <li>- Applying for teaching positions in international universities where Arabic and English are a working language pair</li> <li>- Academic Governance and Leadership</li> <li>- University Administrative Positions</li> <li>- Researcher</li> <li>- Academic Consultant</li> <li>- Educational Quality Assurance</li> </ul> <p><b><u>Public and Private Sectors:</u></b></p> <ul style="list-style-type: none"> <li>- Government Advisors</li> <li>- Foreign Affairs</li> <li>- Technical Writers</li> <li>- Editors</li> <li>- Public Relations</li> <li>- Intelligence Agencies</li> <li>- Problem-Solving Experts</li> <li>- Writing/Editing Consultants</li> <li>- Cultural Advisors or Bilingual Advisors</li> </ul>		
<b>9. Major Tracks/Pathways (if any):</b>		
<b>Major Track/Pathway</b>	<b>Credit Hours</b> (For each track)	<b>Professional Occupations/Jobs</b> (For each track)
(A) Theoretical Linguistics	42	See A:8
(B) Applied Linguistics	42	See A:8
<b>10. Intermediate Exit Points/Awarded Degree (if any):</b>		
<b>Intermediate Exit Points/Awarded Degree</b>		<b>Credit Hours</b>
None		



## B. Mission, Goals, and Learning Outcomes

### 1. Program Vision and Mission:

#### Vision

A reputable MA program in Linguistics internationally recognized for promoting quality education, interlingual and intercultural research, professional values, and community engagement.

#### Mission

To provide students enrolled in the program with high quality student-centered courses enabling them to develop proficiency in critical thinking focused on with the knowledge, structure and use of language, studied from a wide range of perspectives. It trains students to systematically identify, describe and analyze language phenomena and to apply this knowledge to a specific area of interest. The program offers a practical training in various areas of Applied Linguistics including English language teaching/learning, syllabus design, language assessment and language planning. The carefully designed curriculum provides students with a solid foundation in the study and understanding of human language to prepare doctoral studies and professional careers in related disciplines to keep abreast with the demands of the marketplace where linguistics is acquiring an increasingly vital social, economic, and intercultural role.

### 2. Program Goals:

The program goals cover a wide range of target areas with direct bearing on quality education, innovative research, cutting-edge linguistics technology, and enhanced employability:

1. To promote the study of English language and linguistics more closely, critically, and comprehensively to expand students' existing knowledge in the fields of applied and theoretical linguistics.
2. To train highly-qualified faculty members to teach linguistics in Saudi Universities or provide consultancy to professionals in the field.
3. To build in graduates' profound insights in linguistic analysis using current emerging theories that are linked to interdisciplinary research.
4. To train students to use a wide range of electronic tools and software packages available to professional linguists and educators to investigate issues and communicate conclusions and recommendations.
5. To equip students with up-to-date knowledge of research paradigms in linguistics studies to help them progress to autonomous study in the phase of proposal design and results in a dissertation that contributes to knowledge in the field.

6. To help students engage in societal projects in terms of intercultural communication, and by employing their critical thinking and problem-solving skills within the framework of national identity and Islamic civilization.
7. To encourage students to develop patterns of ethically correct professional behavior combined with leadership skills to meet the requirements of their career prospects.

### **3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.**

The MA Program vision is in perfect harmony with the vision of the College of Languages and Translation (CLT). Brief in wording as it were, the program vision strictly aligns with the four-item CLT vision:

- Promoting excellence in teaching, learning, and research
- Fostering strategic partnership for internationalization
- Enriching students' learning experience
- Providing sustainable community engagement

The CLT Vision above seems to be in unison with our MA Program Vision:

*A reputable MA program in Linguistics internationally recognized for promoting quality education, interlingual and intercultural research, professional values, and community engagement.*

In the same vein, the mission and goals of the MA Program are in perfect alignment with those of the college. Here is a reproduction of the College Mission:

*The Department of English Language and Literature strives to provide a learning environment capable of providing graduate students with excellent research skills and all skills of learning the English language, to be well-acquainted with aspects of its Islamic culture and literature, and ready to transfer the cognitive, interpersonal, and IT skills they have acquired in the program to provide sustainable community engagement and apply these skills to whatever sphere of employment they occupy in domestic or international arenas.*

There are four focal dimensions in the college mission and goals which are clearly reflected in the Program Mission and Goals: quality education, IT-informed innovative research, Islamic values, and community engagement. The MA program in Linguistics contributes to empowering graduates in the four above-mentioned spheres. In the sphere of quality education, it promotes, "the study of English language and linguistics more closely, critically, and comprehensively" (see *Goal 1* in section B-2 above). For innovative research, the program aspires to prepare students "to progress to autonomous study in the phase of proposal design and dissertation writing" (see *Goal 5* in section

B-2 above). As to IT skills, the program requires that students be trained “to use electronic tools and software packages available to professional linguists and educators” (see *Goal 4* in section B-2 above). In relation to Islamic values and community engagement, the program emphasizes that students should “engage in societal projects in terms of intercultural communication within the framework of national identity and Islamic civilization” (see *Goal 6* in section B-2 above).

#### 4. Graduate Attributes:

*The MA program in linguistics strives to achieve the following graduate attributes:*

1. Core knowledge: Mastery of specialist content and career skills
2. Societal commitment: Awareness of social and cultural community needs and willingness to serve them academically and professionally
3. Critical thinking and problem-solving: Handle academic and professional issues analytically and critically to find appropriate solutions
4. Ethics, independence, and collaboration: Working independently and collaboratively with team spirit to carry out assignments and projects in the field of Linguistics.
5. Cultural commitment: Identification with higher-order national goals and observance of Islamic values academically and professionally
6. Communication: use of linguistic-geared IT skills and electronic packages to carry out projects and conduct research.

#### 5. (A) Program Learning Outcomes for the *Theoretical Linguistics Track*:

##### Knowledge and Understanding

*On successful completion of the program, graduates of theoretical linguistics should be able to:*

- |           |  |
|-----------|--|
| <b>K1</b> | Demonstrate comprehensive knowledge and understanding of the structure of English language in all its manifestations (e.g., phonetics, phonology, morphology, syntax, semantics and grammar) |
| <b>K2</b> | Recognize the basic concepts and assumptions in theoretical linguistics, and the ability to understand these assumptions critically  |
| <b>K3</b> | Explain the sociocultural dimensions of language   |
| <b>K4</b> | Identify the major research paradigms and critical approaches in theoretical linguistics in preparation for writing research papers, designing a proposal and creating an MA thesis          |

##### Skills

*On successful completion of the program, graduates of theoretical linguistics should be able to:*

- |           |   |
|-----------|---|
| <b>S1</b> | Test the applicability of theoretical linguistic concepts in different linguistic tasks and analyses          |
| <b>S2</b> | Examine language use in specific contexts, and how society impacts language use                               |
| <b>S3</b> | Use current empirical tools such as computerized data bases (corpora) to study language theories and its use. |
| <b>S4</b> | Interpret the psychological and social factors associated with language acquisition and its development       |
| <b>S5</b> | Generate ideas, methods, approaches, arguments and perspectives appropriate to theoretical linguistics        |
| <b>S6</b> | Compose innovative independent research under supervisory guidance (e.g., research papers, proposal, thesis)  |

<b>Values</b> <i>On successful completion of the program, graduates of theoretical linguistics should be able to:</i>	
<b>V1</b>	Conduct research in accord with the ethical standards and best practices of the discipline
<b>V2</b>	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills
<b>V3</b>	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres
<b>V4</b>	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations

\* Add a table for each track or Exit Points/Awarded Degree (if any)

<b>5. (B) Program Learning Outcomes for the <i>Applied Linguistics Track</i>:</b>	
<b>Knowledge and Understanding</b> <i>On successful completion of the program, graduates of theoretical linguistics should be able to:</i>	
<b>K1</b>	Demonstrate comprehensive knowledge and understanding of the structure and uses of English language in all its manifestations (e.g., phonetics, phonology, morphology, syntax, semantics and grammar)
<b>K2</b>	Recognize the basic concepts, assumptions and pedagogical aspects in applied linguistics, and the ability to understand them critically
<b>K3</b>	Explain the sociocultural dimensions of language and its application.
<b>K4</b>	Identify the major research paradigms and critical approaches in theoretical linguistics in preparation for writing research papers, designing a proposal and creating an MA thesis
<b>Skills</b> <i>On successful completion of the program, graduates of theoretical linguistics should be able to:</i>	
<b>S1</b>	Test the applicability of applied linguistic concepts in different linguistic tasks and analyses
<b>S2</b>	Examine language use in specific contexts, and how society impacts language use
<b>S3</b>	Use current empirical tools such as computerized data bases (corpora) to study language theories and its use.
<b>S4</b>	Interpret the psychological and social factors associated with language acquisition and its development
<b>S5</b>	Generate ideas and creative works, methods, approaches, perspectives as appropriate to English language learning and teaching
<b>S6</b>	Compose innovative independent research under supervisory guidance (e.g., research papers, proposal, thesis)
<b>Values</b> <i>On successful completion of the program, graduates of theoretical linguistics should be able to:</i>	
<b>V1</b>	Conduct research in accord with the ethical standards and best practices of the discipline
<b>V2</b>	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills
<b>V3</b>	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres
<b>V4</b>	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations

## C. Curriculum

### 1. Study Plan Structure

(A) Theoretical Linguistics Track				
Program Structure		No. of Courses	Credit Hours	Percentage
Course	Required	9	28	67%
	Elective	2 to 4 (Depending on the credit hours)	8	19%
Graduation Project (if any)				
Thesis (if any)		1	6	14%
Field Experience (if any)				
Others (....)				
Total		12 to 14	42	100%

(B) Applied Linguistics Track				
Program Structure		No. of Courses	Credit Hours	Percentage
Course	Required	9	28	67%
	Elective	2 to 4 (Depending on the credit hours)	8	19%
Graduation Project (if any)				
Thesis (if any)		1	6	14%
Field Experience (if any)				
Others (....)				
Total		12 to 14	42	100%

\* Add a table for each track (if any)

### 2. Program Courses:

(A) Theoretical Linguistics Track						
Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Co-Requisite Courses	Credit Hours
Level 1	LNG 601	Research Methods in Linguistics	Required	-		3
	LNG 602	Readings in Language Acquisition	Required	-		3
	LNG 603	Readings in Sociolinguistics	Required	-		3
	LNG 604	Readings in Psycholinguistics	Required	-		3
Level 2	LNG 651	Readings in Phonology	Required	LNG 601 LNG 602 LNG 603 LNG 604	-	3
	LNG 652	Readings in Syntax	Required	LNG 601 LNG 602 LNG 603 LNG 604	-	3
	LNG 653	Readings in Semantics	Required	LNG 601 LNG 602 LNG 603 LNG 604	-	3
	LNG 654	Readings in Pragmatics	Required	LNG 601 LNG 602 LNG 603 LNG 604	-	3
Level 3	LNG 701	Dissertation Proposal	Required	LNG 651 LNG 652 LNG 653 LNG 654	<a href="#">Elective Courses</a>	4

(A) Theoretical Linguistics Track						
Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Co-Requisite Courses	Credit Hours
	<a href="#">Elective Courses</a>	Electives <a href="#">Elective Courses:</a> <i>* The student must complete eight elective credit hours approved by the English Department from courses available in the College of Languages and Translation or from courses of the College of Arabic.</i>	Elective	LNG 651 LNG 652 LNG 653 LNG 654	LNG 701	8
Level 4	LNG 799	MA Dissertation	Required	LNG 701		6

(B) Applied Linguistics Track						
Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Co-Requisite Courses	Credit Hours
Level 1	LNG 601	Research Methods in Linguistics	Required	-		3
	LNG 602	Readings in Language Acquisition	Required	-		3
	LNG 603	Readings in Sociolinguistics	Required	-		3
	LNG 604	Readings in Psycholinguistics	Required	-		3
Level 2	LNG 656	Theories of Language Learning and Teaching	Required	LNG 601 LNG 602 LNG 603 LNG 604		3
	LNG 657	Teaching English as a Foreign Language (TEFL)	Required	LNG 601 LNG 602 LNG 603 LNG 604		3
	LNG 658	Technology in English Language Teaching	Required	LNG 601 LNG 602 LNG 603 LNG 604		3
	LNG 659	Testing and Assessments	Required	LNG 601 LNG 602 LNG 603 LNG 604		3
Level 3	LNG 702	Dissertation Proposal	Required	LNG 656 LNG 657 LNG 658 LNG 659	<a href="#">Elective Courses</a>	4
	<a href="#">Elective Courses</a>	Electives <a href="#">Elective Courses:</a> <i>* The student must complete eight elective credit hours approved by the English Department from courses available in the College of Languages and Translation or from courses of the College of Arabic.</i>	Elective	LNG 656 LNG 657 LNG 658 LNG 659	LNG 702	8
Level 4	LNG 798	MA Dissertation	Required	LNG 702		6



### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

[Hyperlink for all Course Specifications \(Theoretical and Applied Tracks\)](#)

### 4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance

(I = Introduced P = Practiced M = Mastered)

Course code & No.	(A) Theoretical Linguistics Track													
	Knowledge & Understanding				Skills						Values			
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	V1	V2	V3	V4
LNG 601	P	P		P	P		P	P	P		M			M
LNG 602	M	M	M	M	M	P	P	P	P		M	M	M	M
LNG 603	M	M	M	P	P	P	M	P	M		M	M	M	M
LNG 604	M	M	M	M	M	P	P	M	M		M	M	M	M
LNG 651	M	M	P	M	M	M	M	P	P		M	M	M	M
LNG 652	M	M	P	P	M	P	M	M			M	M		M
LNG 653	M	P	M	M	M	P	P	M	M		M	M		M
LNG 654	M	M	P	M	P	M	M	M			M	M	M	M
LNG 701	M	M				M		P	M	M	M		M	M
LNG 799	M	M			M	M		M	M	M	M		M	M

Course code & No.	(B) Applied Linguistics Track													
	Knowledge & Understanding				Skills						Values			
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	V1	V2	V3	V4
LNG 601	P	P		P	P		P	P	P		M			M
LNG 602	M	M	M	M	M	P	P	P	P		M	M	M	M
LNG 603	M	M	M	P	P	P	M	P	M		M	M	M	M
LNG 604	M	M	M	M	M	P	P	M	M		M	M	M	M
LNG 656	M	M	P	P	M	M	P	P			M	M	M	M
LNG 657	P	P	M	M	P	P		P			M	M	M	M
LNG 658	P	P	M	M	P	P	P	P	P		M	M	M	M
LNG 659	M	P	M	P	P	P	P	P			M	M	M	M
LNG 702	M	M				M		M	M	M	M		M	M
LNG 798	M	M			M	M		M	M	M	M		M	M

### 5. Teaching and Learning Strategies to Achieve Program Learning Outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

The program uses an array of teaching-learning strategies which are deemed to be conducive to the aforementioned learning outcomes in terms of knowledge, skills, and competence. In addition to the direct instruction mode (mainly teacher-centered formal lecturing, tutorials, seminars, and workshops), the program content is delivered via a battery of learner-centered strategies including collaborative learning, experiential learning, inquiry-guided instruction (student forums moderated by instructor), task-based self-learning (e.g. assignments), independent reading and private study, and classroom work (discussion and presentations). The practical facet of learning strategies is not limited to hands-on tutorials but it also extends to experiential learning tasks jointly undertaken with professionals outside the university. The extracurricular component comprises a set of community-oriented activities

enriching students acquired academic knowledge and skills. The items below are the pedagogical concepts and methods applied:

#### Teacher centered Approaches

1. Lecturing (face-to-face learning)
2. Virtual learning and online classroom
3. Seminars
4. Tutorials
5. Workshops

#### Learner-centered Approaches

1. Problem-Inquiry- Based Learning
2. Analytical thinking, logical reasoning and inquiry during group discussions
3. Student seminar presentations
4. Feedback and reporting
5. Classroom work (discussion and presentations)
6. Self-learning or Life-long learning practices
7. independent reading and private study
8. Critical research tasks
9. Collaborative learning
10. Experiential learning

The practical facet of learning strategies is not limited to hands-on tutorials but it also extends to experiential learning tasks jointly undertaken with professionals outside the university (e.g. translation centers in public or private sector).

The extracurricular component comprises a set of community-oriented activities enriching students acquired academic knowledge and skills.

#### 6. Assessment Methods for Program Learning Outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

Program Directors and Course coordinators select appropriate methods of teaching and learning based on the specified Learning Outcomes and link these also with different ways of assessment. The methods of Evaluation address the program's intended learning outcomes. The Program Board and directors, chaired by the Vice-Dean of Graduate Studies Office will undertake general surveys/audits of the range of teaching methods, students' satisfaction and staff satisfaction to identify potential areas for development and, where necessary. The Head of the Program will ensure that such information is appropriately collected and discussed with all the concerned parties.

##### Direct Assessment of Program Learning Outcomes:

Assessing the program learning outcomes directly to gauge the level of their achievement includes the following procedures:

- Presence of subject coordinators
- Double verification of electronically entered marks by colleagues in the program. The Chairman of each department verifies students' grades by cross-checking with the course tabulation sheet.
- Peer review of subjective assessment of short exams, assignments, research papers, reports, presentations, or practical and field performance records wherever applicable.
- Instructors submit a course portfolio at the end of the term with samples of graded papers and copies of the other works delivered by the students.
- Professional benchmarking (for evaluating program markers of accomplishment or KPIs for e.g. completion rates of comprehensive exam, interviews, dissertation defenses, nominal-time for program completion)



- Establishing an "assessment unit" to oversee and regulate the conduction of the evaluation procedures with the following responsibilities:
  - a) Assessment blueprinting of all students' accomplished works and coverage of student learning outcomes (CLOs) as per NCAAA Course specification (C.S.)
  - b) Item analysis
  - c) Analysis of obtained results and record them in course reports

#### **A) Student Assessment Methods:**

Assessing the PLOs depend on diverse evaluation methods as specified in the course specifications for the CLOs of each course. The choice of strategy depends on the content of a course and how it best measures each domain of learning.

- Formative diagnostic assessment (i.e. progress achievement testing)
- Formal summative assessment (i.e. final achievement in-class testing)
- Graded home assignments
- seminar discussions or presentations
- Self-editing tasks (e.g. in workshops, collaborations, using proof-reading skills...etc.)
- Student presentations (e.g.PPT)
- Portfolios (training, personal achievement, reflection...etc.)
- Long and short essays
- Research papers
- Book reports
- Precis writing
- Analytical reports
- Self-evaluations
- Collaborative work
- Peer assessment (monitored by instructor)
- External assessment (for evaluating the final dissertation)
- Dissertation (final defense)

## **D. Thesis and Its Requirements**

### **1. Registration of the thesis:**

(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

#### **Thesis Registration By laws**

### **2. Scientific Supervision:**

(The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/mechanisms of the scientific supervision and follow-up)

#### **Supervision Policy**

### **3. Thesis Defense/Examination:**

(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)

#### **Defense**

## **E. Student Admission and Support:**

### **1. Student Admission and Transfer Requirements, and Courses Equivalency**

*General admission requirements pursuant to the university by-laws regulating higher studies in general:*

The applicant to this program should fulfill the following requirements:

1. Saudi nationality or beneficiary of an official scholarship on an exchange program for non-Saudis

2. Holder of a university degree (Saudi or other recognized university)
3. Commendable ethical behavior and medically fit
4. Two letters of recommendation delivered by the applicant's former instructors
5. Employer's permission if applicable
6. The student is not authorized to simultaneously enroll in two programs

***Department's admission requirements for enrolling in the English Literature MA program:***

- a) BA degree in one of the following majors with GPA 3.75 (out of 5.00) and above:
  - BA in English Language
  - BA in English Literature
  - BA in English Language and Literature
  - BA in English Language and Linguistics
  - BA in English Language and Translation
- b) The applicant must have completed the following BA courses:
  - Introduction to linguistics
  - At least one course in phonetics/phonology
  - At least one course in semantics/pragmatics
  - At least one course in syntax/morphology
  - At least one course in teaching methods (for applicants to the applied linguistics track)
- c) At least 80 points in the Post-Graduate General Aptitude Test (Qiyas).
- d) At least (6.5) general score in the IELTS academic test or its TOEFL equivalent with (6.5) special score in the writing and reading tests.
- e) The applicant must pass the department's admission test and interview.
- f) Selection of the best candidates having prior experience and training record in case of equal applicant scores or excess in number of applicants to the program.
- g) C.V.

## **2. Student Counseling Services**

(academic, career, psychological and social)

Before the start of classes, the academic advising team at the graduate studies office at the College of Languages and Translation arranges for an orientation program, which is scheduled for all new postgraduate students. The main goals of the orientation program are listed below:

- 1- Acquainting the newly admitted students with the general academic university regulations, policies, and services.
- 2- Familiarizing them with the specific regulations and the registration process of the MA Program of Linguistics at Imam Mohammad Ibn Saud University.
- 3- Introducing the students to their rights and responsibilities. The students are also oriented on adding and dropping classes and receiving refunds deadlines
- 4- Introducing them to the University Life on the campus through making tours and visits to university facilities such as the library, parking lots, playgrounds students' activities centers, etc. during these tours, the advising team locates the classrooms for them before classes begin.

**Upon the completion of the orientation program, postgraduate students receive a package that includes:**

- 1- The Student Handbook, The Student ID Card, with terms and conditions.
- 2- The Academic Calendar.
- 3- Location maps to the building facilities and classrooms.
- 4- A booklet on how to create an email, Banner, and blackboard accounts.
- 5- Security documents explaining to the students how to receive security stickers for their cars.
- 6- Healthcare booklet.

### Academic Counseling

In collaboration with the English department, the QADU prepares a yearly counseling calendar for students. The counseling program is meant to provide assistance to students in matters related to students' diverse activities within the university and respond favorably to their psychological needs. The Unit uses digital means in its counseling mission; making thus relevant information and data available to students with easy and rapid access. Here are some hints about the functioning of the student counselling system in the program:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial assistance.
2. In the student-mentoring unit, a faculty member is assigned to about 3-4 MA students as an academic advisor. Academic Advisors meet with the assigned students individually or in groups at least four times during the academic semester. These meetings provide valuable opportunities for information exchange and suggestions as to how the advisors can improve the student's educational experience.
3. Faculty members are also available two times a week to give consultations and advice to students during their office hours. The students may visit instructors in their offices or call them on the phone or other multimedia means. Accommodations for one-on-one consultations are also available if students need them.
4. The **Special Needs Unit** in the college is responsible for providing accommodations and facilities that fit students of disabilities. Committee members work with special needs students by identifying their individual problems and working on fulfilling his/her academic requirements.
5. Talented and gifted students are encouraged to participate in research activities, active seminars, community service, mentoring sessions and other activities available in the department.

[For more details, see here.](#)

### 3. Special Support

(low achievers, disabled, gifted and talented)

Students with special needs have been taken into consideration by the university and the college in a number of respects, most notably easy access to the premises, curriculum design and course delivery mode. Both remedial work and some particular tests are given to these students to improve their low achievement. Many efforts are made to help these students overcome what impedes their high achievement and take advantage of the learning process. (For further details check again point 4 in the previous section: **Special Needs Unit**).

## F. Teaching and Administrative Staff

### 1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	2	2	<ul style="list-style-type: none"><li>- Recent publications in the field</li><li>- Professionals renown as academics</li><li>- Recognized supervisory skills and contributions</li></ul>	1	1	
Associate Professors	4	4	<ul style="list-style-type: none"><li>- Recent publications in the field</li><li>- Professionals renown as academics</li><li>- Recognized supervisory skills and contributions</li></ul>	2	2	

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Assistant Professors	6	6	<ul style="list-style-type: none"> <li>- Specialist background in various domains in theoretical and applied linguistics</li> <li>- Combined profile (academic and professional experience in literature)</li> </ul>	3	3	
Lecturers	4	4	<ul style="list-style-type: none"> <li>- Experience in tutorial work</li> <li>- Current enrollment in postgraduate programs</li> </ul>	2	2	
Teaching Assistants	4	4	<ul style="list-style-type: none"> <li>- Experience in tutorial work</li> <li>- Current enrollment in postgraduate programs</li> </ul>	2	2	
Technicians and Laboratory Assistants	2	2	<ul style="list-style-type: none"> <li>- Experience in equipment installation and maintenance</li> </ul>	1	1	
Administrative and Supportive Staff	2	2	<ul style="list-style-type: none"> <li>- Student mentoring skills</li> </ul>	1	1	
Others (specify)						

## 2. Professional Development

### 2.1 Orientation for New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

At the beginning of every year, the QADU holds a welcome meeting for the new comers to introduce them to the premises of the college and its programs. Information booklets and a graphic poster are made available to provide data on such issues as staff members' affiliations and research interests.

### 2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

- The Unit of Research Development and Promotion at the College is contemplating to upgrade the weekly seminar activity held at the Staff's meeting to a publication forum connected to the university research structures.
- At the university level, the program aspires to benefit from the opportunities offered by the University Scholarship Program chaired by the Deanship of Higher Studies.
- The college runs a series of weekly seminars to allow its faculty members to share their research concerns and test their ideas and findings on a scholarly audience.
- The quality assurance culture in the College perceives the necessity to organize professional teaching workshops and training sessions throughout the semester in various fields of teaching and learning.

- The Quality Assurance and Development Unit at the College collaborates with IMSIU Educational Development Center to offer training programs on campus in teaching strategies and equipment and software use to all faculty members. Organized training sessions for faculty members, both males and females, are maintained to update teaching methodology and the use of technology in the classrooms. Responsible parties are Deanship for Development of University Education, CLT Professional Development Committee and CLT Quality Assurance Unit Committee.

## G. Learning Resources, Facilities, and Equipment

### 1. Learning Resources.

Policies and Procedure for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

- Prince Sultan Library for Science and Knowledge is affiliated with Imam Mohamed ibn Saud Islamic University and contains a collection of about 500, 000 titles.
- Subscriptions to paper and online periodicals are annually updated in accordance with emerging program needs.
- References such as Journals: a list of the academic journals has been developed and recommended by the faculty members. A comprehensive search of the available journals according to their scientific impact index has been carried out and the University subscrip a list that includes more than thirty-five journals from a different publication.
- Electronic Journals: E-Journals, full-text articles archives, and up to date databases are available at the University library. Open Access to all journals is available through the Saudi Digital library.
- The University has partnerships with electronic platforms, for educational purposes, such as WEBEX, Blackboard, and Microsoft Office 365.

The library consistently updates and tracks with what comes new to the field in the form of books and journals.

### 2. Facilities and Equipment

Policies and Procedure for providing and quality assurance of Facilities and Equipment (Library, laboratories, medical facilities, classrooms, etc.).

The college has all the necessary conditions for the program in terms of libraries, medical center and lecture rooms to ensure the success of the program. The medical center of the university is accessible to all students irrespective of their levels and offers high quality medical services. The availability of a rich library with highly reputed online databases makes it easy for MA students to widen their knowledge and to engage in research activities that are closely related to their MA program. The

availability of enough space for teaching makes it possible to offer lectures during convenient time for students without any pressure.

### **3. Arrangements to Maintain a Healthy and Safe Environment** (According to the nature of the program)

Much attention is being paid to issues of health and safety standards to better the environmental quality of the campus. The university has an excellent geographical location in that it is relatively far away from the over crowdedness and pollution of the city. The campus will soon be part of the state's big environmental project that is meant "encourage the citizens of Riyadh to follow a healthy lifestyle, exercising and participating in different sports, particularly, walking, cycling and horse riding. A rich cultural, environmental, and recreational ambience will be created by events and activities, which are aligned with the goals of the Kingdom Vision 2030 (<https://www.riyadhalmasar.sa/en/>). Such project will be much to the advantage of MA students.

## **H. Program Management and Regulations**

### **1. Program Management**

#### **1.1 Program Structure**

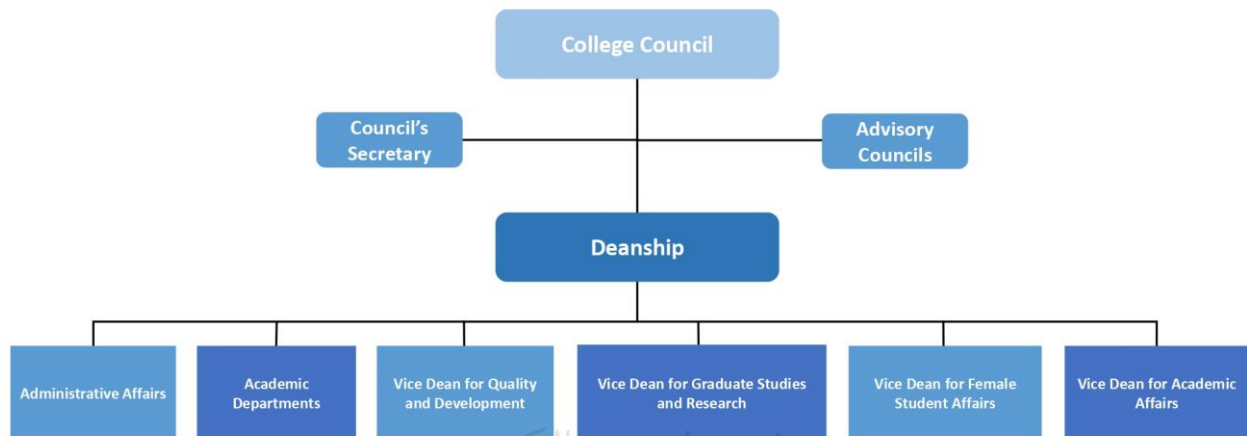
(including boards, councils, units, committees, etc.)

The administrative flowchart of the college reflects its focus on efficiency, accessibility, and performance. The college has a number of vice-deanships (students' affairs, quality, higher studies) to ensure the smooth functioning of the program. In addition, there are a number of units and committees specially formed to take care of horizontal coordination between boards, units, and committees. The Unit of Research Development is directly related to the area of postgraduate studies where research is a pivotal concept.

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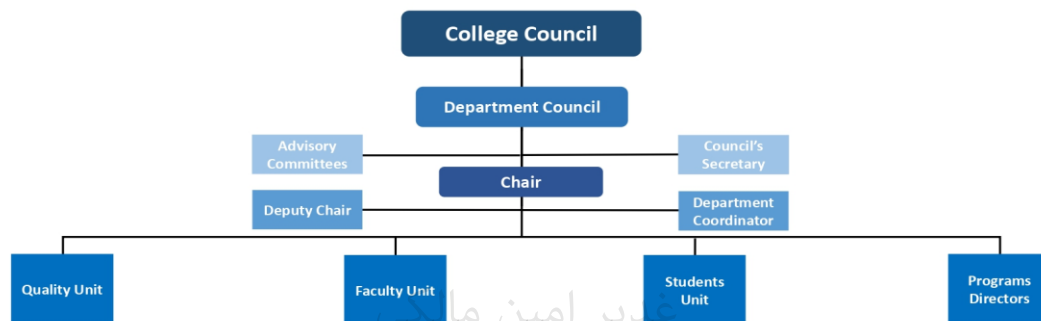
## College Organizational Chart



Source: College of Languages and Translation

The organigram of the college clearly shows its strong concern with high performance of teaching and learning process and the good functioning of all the interrelated structures responsible for the success of all the college programs including the MA one. The college has a number of vice-deanships like the vice-deanship for quality, the vice-deanship for postgraduate studies, and the vice-deanship for students' affairs, which all work together to ensure the success of all the programs. Along with vice-deanships, there are several committees, the task of which is to coordinate the work and activities of the various units, and boards within the college. In this respect, the Unit of Research Development is closely related to the graduate office.

## Department of English Organizational Chart



المصدر: كلية اللغات والترجمة

## 1.2 Stakeholders' Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

It has been the policy of the university, as well as the college of language and translation to work with stakeholders, most notably students, alumni, staff, community groups, industry and professionals and government in order to improve together the quality of the courses, the quality of the resources, the quality of technology and equipment that support the delivery of the courses, the quality of the academic staff, the quality of the students, who enroll in programs, and the quality of the graduates being produced. The stakeholders' feedback is taken on board in decision-making procedures and is translated into a number of measures that benefit both students and programs.

1- Giving feedback on our alumni students who are employed with them. It is noted that most of the advisory committee members are employers and their organizations use some of our alumni students.

2- Suggesting improvements to the program curriculum to include textbooks that have a direct connection to the employment market.

3- Providing suggestions to improve the program teaching strategies that enhance graduating students' skills needed for the workplace.

## 2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

[See Uniform Regulations for Postgraduate Studies in Saudi Arabia and Its Operational By-Laws](#)

## I. Program Quality Assurance

### 1. Program Quality Assurance System

Provide online link to quality assurance manual

[See the Quality Assurance Manual](#)

### 2. Program Quality Monitoring Procedures

[See the Program Quality Monitoring Procedures](#)

### 3. Arrangements to Monitor Quality of Courses Taught by other Departments.

N/A

### 4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

N/A

### 5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

N/A



## 6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

The Assessment plans of the Quality Assurance Deanship include multiple processes to evaluate and develop the program learning outcomes. These Quality Assurance procedures include:

1. Appointing subject coordinators and Course conveners for each subject and each course.
2. The coordinators and conveners hold regular meetings with the instructors of the different sections of each subject and course. The primary purpose of this session is to make sure course specifications are being followed and that exams cover the same content and range of the learning outcomes. Conducting a peer review process among the instructors to disseminate good practice.
3. The KPIs of PLOs and CLOs are assessed at the level of instructors through peer review, course reports, course evaluation surveys, student evaluation surveys to their instructors, and students experience surveys.
4. The program for obtains assessments of the overall quality of the program and achievement of its intended learning outcomes from different resources:
  - Current students and graduates of the program.
  - Graduate Satisfaction Surveys
  - Student Experience Survey
  - independent advisors and evaluator(s)
  - Employers, Advisory Committee, and other stakeholders Surveys
5. Based on the results obtained from the different resources above, special reports are written about each survey. Actions plans are written based on data analysis. The action plan with recommendations is passed from the quality Assurance Deanship to the Program Head to close the Quality Loop according to the action plan report.

## 7. Evaluation of Program Quality Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Efficient teaching	Students, faculty peers, independent reviewers, alumni	Surveys, peer classroom observation	End of term
Efficient learning	Students, employers	Surveys and statistical KPI Analysis Sheet	End of term
Learning resources	Students, administrative staff, faculty members	Surveys and statistical KPI Analysis Sheet	End of term
Assessment	Students, independent reviewers, administrative staff, stakeholders	Surveys and random joint grading of sample papers	End of term
Employability	Potential employers: governmental agencies & private business	Surveys, interviews, program self-study report, alumni	Annual (end of academic year)

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Stakeholders' satisfaction	Parents, governmental agencies & private business	Surveys	Annual (end of academic year)
Program leadership	Alumni, independent reviewers, international ranking schemes	Surveys, program self-study report, KPI Analysis Sheet	Annual (end of academic year)
Efficient teaching	Students, faculty peers, independent reviewers, alumni	Surveys, peer classroom observation	End of term
Efficient learning	Students, employers	Surveys and statistical KPI Analysis Sheet	End of term

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))

**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)

**Evaluation Time** (e.g., beginning of semesters, end of academic year, etc.)

## 8. Program KPIs\*

The period to achieve the target is a five-year span.

*Note: The Master of Arts Program in English Literature will be implemented in the beginning of the academic year of 2021. The table below includes the required KPI's by the NCAAA. Accordingly, other KPI's relevant to the program, and based on survey analyses can be added after program implementation.*

No	KPIs Code	KPIs	Target (100 %)	Measurement Methods	Measurement Time
1	KPI-PG-1	Percentage of achieved indicators of the program operational plan objectives	75%	Quantitative indicators (annual statistics; KPI Excel Sheet)	Forthcoming (After program implementation)
2	KPI-PG-2	Students' Evaluation of quality of learning experience in the program	80%	Qualitative indicators: surveys and periodic self-study	Forthcoming
3	KPI-PG-3	Students' evaluation of the quality of the courses	80%	Electronic surveys	Forthcoming
4	KPI-PG-4	Students' evaluation of the quality of scientific supervision	75%	Program periodic self-study report	Forthcoming
5	KPI-PG-5	Average time for students' graduation	2 years	KPI Analysis Sheet	Forthcoming
6	KPI-PG-6	Rate of students dropping out of the program	10%	KPI Analysis Sheet	Forthcoming
7	KPI-PG-7	Graduates' employability	75%	KPI Analysis Sheet	Forthcoming
8	KPI-PG-8	Employers' evaluation of the program graduates' competency	75%	KPI Analysis Sheet	Forthcoming
9	KPI-PG-9	Students' satisfaction with the provided services	80%	Electronic surveys	Forthcoming
10	KPI-PG-10	Ratio of students to faculty members	5:1	Common Dataset Form	Forthcoming
11	KPI-PG-11	Percentage of faculty members' distribution based on academic ranking	85%	Common Dataset Form	Forthcoming

No	KPIs Code	KPIs	Target (100 %)	Measurement Methods	Measurement Time
12	KPI-PG-12	Proportion of faculty members leaving the program	5%	Common Dataset Form	Forthcoming
13	KPI-PG-13	Satisfaction of beneficiaries with learning resources	85%	KPI Recommendation and Approval Sheet	Forthcoming
14	KPI-PG-14	Satisfaction of beneficiaries with research facilities and equipment	80%	Periodic program self-study report	Forthcoming
15	KPI-PG-15	Percentage of publications of faculty members	70%	KPI Analysis Sheet	Forthcoming
16	KPI-PG-16	Rate of published research per faculty member	2:1	KPI Analysis Sheet	Forthcoming
17	KPI-PG-17	Citations rate in refereed journals per faculty member	50%	KPI Analysis Sheet	Forthcoming
18	KPI-PG-18	Percentage of students' publication	40%	KPI Analysis Sheet	Forthcoming
19	KPI-PG-19	Number of patents, innovative products, and awards of excellence	20%	KPI Analysis Sheet	Forthcoming

\* including KPIs required by NCAAA

## j. Specification Approval Authority

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441

اعتماد  
NCAAA

T15

## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Research Methods in Linguistics
<b>Course Code:</b>	LNG 601
<b>Program:</b>	Master of Arts in Theoretical / Applied Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 1 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	None
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	36
2	Laboratory/Studio	-
3	Seminars	12
4	Others (course activities, independent study, presentations, exams, reports)	48*
<b>Total</b>		<b>96 hours</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>
<p>This course is intended to introduce graduate students to the process (steps) of planning and conducting a research project; quantitative and qualitative research approaches; and research designs. It also aims at enhancing the knowledge of the students with the mechanics of writing research paper, such as formulating a research problem, gathering data, organizing ideas, setting goals, writing abstracts and developing proposals into full-length papers according to the MLA or APA style sheets. It also aims at expanding their scope in locating information in bibliographies, in library holdings and in electronic libraries.</p>
<b>2. Course Main Objective</b>
<p>The main objective of this course is for students to effectively implement the basic principles of methodology in both their academic and research work in the field of linguistics.</p>

### 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course students will be able to:</i>	
<b>1.1</b>	Know the terminology, concepts and procedures used in linguistic research	<b>K1</b>
<b>1.2</b>	Recognize the methods of quantitative and qualitative research and their applicability	<b>K2</b>
<b>1.3</b>	Describe the steps of quantitative and qualitative research process	<b>K4</b>
<b>2</b>	<b>Skills</b> <i>By the end of the course students will be able to:</i>	
<b>2.1</b>	Evaluate the applicability and relevance of research methods	<b>S1</b>
<b>2.2</b>	Collect data for a research project in linguistics	<b>S3</b>
<b>2.3</b>	Master the necessary technical skills of writing a proper academic research paper in the field of translation studies	<b>S3</b>
<b>2.4</b>	Formulate research questions to investigate linguistic issues	<b>S4</b>
<b>2.5</b>	Make interpretations of the findings of a linguistic research project	<b>S5</b>
<b>3</b>	<b>Values</b> <i>By the end of the course students will be able to:</i>	
<b>3.1</b>	Conduct research in accord with the ethical standards of research and data collection in linguistics.	<b>V1</b>
<b>3.2</b>	Demonstrate an ability to conduct independent research	<b>V4</b>

\* Program Learning Outcomes

### C. Course Content

No	List of Topics	Contact Hours
1	Motivation, misconceptions, sources of questions, sources of answers, stating hypotheses	3
2	How to locate research Preliminary sources, secondary sources	3
3	Examine research topics of some linguistics non-thesis papers: the major components of published research—title, author, affiliation, abstract, introduction, methodology, results, discussion, references	3
4	Methodology: Research design, data collection, results, discussion, and conclusions	3
5	Understanding research design: Classification of approaches, basic-applied continuum, quantitative-qualitative continuum, exploratory-confirmatory continuum	3
6	Rationale: The what questions, and the why questions	3
7	<b>Formative/Summative Midterm Exam</b>	3
8	Understanding data gathering: Procedures: observation, interview, judge/rater	3
9	Instrumental procedures: questionnaires, tests	3
10	Qualities of good data gathering: validity and reliability	3
11	Understanding research results: Data analysis, numerical data, verbal data, common procedures, presentation and analysis of verbal data	3
12	Evaluating the quality of verbal data, evaluating patterns and themes, evaluating explanations and conclusions	3
13	Presentation and analysis of numerical data: Overview of statistics, understanding descriptive and inferential statistics	3



14	Examining the discussion and conclusion: Questions to be asked about: relationship between the findings and research questions, the nature of the consistency of research objective, findings and research populations or situations, relationship to previous studies	3
15	Constructing the literature review: Rationale for the review, where to begin, abstracting primary literature, writing a review of research	3
16	<b>Final Exam</b>	3
<b>Total</b>		<b>48</b>

## 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 and Understanding		
1.1	Know the terminology, concepts and procedures used in linguistic research	-Blended learning -Lectures (audiovisual media, PowerPoint) -Engaging in class discussions, seminars, and fieldwork	-Brainstorming -Direct instruction -Problem-based learning
1.2	Recognize the methods of quantitative and qualitative research and their applicability		-Advanced organizers (Mind Maps) -Compare and contrast
1.3	Describe the steps of quantitative and qualitative research process		-Weekly assignments - Presentations - Term Paper - Final exam
2.0	Skills		
2.1	Evaluate the applicability and relevance of research methods	-Blended learning -Lectures (audiovisual media, PowerPoint) -Engaging in class discussions, seminars, and fieldwork	-Brainstorming -Direct instruction
2.2	Collect data for a research project in linguistics		-Problem-based learning
2.3	Master the necessary technical skills of writing a proper academic research paper in the field of translation studies		-Advanced organizers (Mind Maps) -Compare and contrast
2.4	Formulate research questions to investigate linguistic issues		-Weekly assignments - Presentations - Term Paper
2.5	Make interpretations of the findings of a linguistic research project		- Final exam
3.0	Values		
3.1	Conduct research in accord with the ethical standards of research and data collection in linguistics.	-Seminars -Presentations -Class Discussion	- Observation - Self-report
3.2	Demonstrate an ability to conduct independent research		- Management in individual work

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Out-of-Class assignments (a total of 4)	3, 6, 9, 12	20%
2	Group presentations/term paper	13	20%
3	Mid-term Exam	10	20%
4	Final Exam	16	40%
<b>Total</b>			<b>100%</b>

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	- Creswell, John (2008). <i>Educational Research: Planning, conducting, and evaluating quantitative and qualitative research</i>
<b>Essential Reference Materials</b>	<ol style="list-style-type: none"><li>1. Bryman, Alan (2015). <i>Social Research Methods</i> (5e). Oxford: Oxford University Press</li><li>2. Holmes, Janet &amp; Hazen, Kirk, eds. (2013). <i>Research methods in sociolinguistics: A practical guide</i>. Malden: Wiley-Blackwell.</li><li>3. Hult, Francis M. &amp; Johnson, David Cassels, eds. (2015). <i>Research methods in language policy and planning: practical guide</i>. Malden: Wiley-Blackwell.</li><li>4. Kumar, Ranjit (2005). <i>Research Methodology: A step-by-step guide for beginners</i></li></ol>

	<ol style="list-style-type: none"> <li>5. Lester, James (2004). <i>Writing research papers: A complete guide</i></li> <li>6. Litosseliti, Lia (2018) (2e). <i>Research Methods in Linguistics</i>. Basingstoke: Continuum</li> <li>7. Paltridge, Brian and Aek Phakiti (2015). <i>Research Methods in Applied Linguistics</i>. London: Bloomsbury</li> <li>8. Perry, Fred L (2005). <i>Research in Applied Linguistics</i></li> <li>9. Podesva, Robert J. &amp; Sharma, Devyaniels (2014). <i>Research methods in linguistics</i>. Cambridge: Cambridge University Press.</li> <li>10. Russ, Gordon &amp; Petre, Marian (2007). <i>A gentle guide to research methods</i>. Berkshire: Open University Press.</li> <li>11. Smith, Linda Tuhiwai. (2012) <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>, 2nd edition. London: Zed Books</li> <li>12. Wälchli, Bernhard &amp; Leemann, Adrian &amp; Ender, Andrea (2012). <i>Methods in contemporary linguistics</i>. Berlin: de Gruyter.</li> <li>13. Wei, Li &amp; Moyer, Melissa G., eds.(2008). <i>The Blackwell guide to research methods in bilingualism and multilingualism</i>. Malden: Wiley-Blackwell.</li> </ol>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li>1. Eisenbeiss, Sonja: <i>Experimental Linguistics in the Field</i>, site at: <a href="https://experimentalfielddialectology.wordpress.com/">https://experimentalfielddialectology.wordpress.com/</a></li> <li>2. <a href="#">Saudi Digital Library</a></li> <li>3. <a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a></li> <li>4. <a href="https://www.bibme.org/">https://www.bibme.org/</a></li> </ol>
<b>Other Learning Materials</b>	Other required readings will be posted on Blackboard website.

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Lecture rooms</li> <li>- Audio/Video Conferencing Rooms</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard</li> <li>- Cisco WebEx</li> <li>- Data show</li> <li>- Projectors</li> <li>- Smart Boards</li> <li>- Speaker</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>Students</li> <li>Peer Reviewers</li> <li>Faculty</li> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Curriculum Committee</li> <li>Assessment Committee</li> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441

اعتماد  
NCAAA

T15

## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Readings in Language Acquisition
<b>Course Code:</b>	LNG 602
<b>Program:</b>	Master of Arts in Theoretical / Applied Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 1 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	
None	
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	36
2	Laboratory/Studio	-
3	Seminars	12
4	Others (course activities, independent study, presentations, exams, reports)	48*
<b>Total</b>		<b>96 hours</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b> <p>This course focuses on first and second language theories of acquisition, common myths about language learning both in and outside the classroom. The course also provides a comprehensive overview of the relevant theories and research methods in language acquisition exploring the conflicting assumptions, usage-based approaches, and the sociocultural factors affecting first and second language acquisition. Other relevant aspects of bilingual acquisition such as age, personality, language attrition and other topics will also be investigated.</p>
<b>2. Course Main Objective</b> <p>The main objective of this course is for students to gain knowledge of the theoretical perspectives of language acquisition, and the processes involved in learning and teaching a second language.</p>

### 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course students will be able to:</i>	
<b>1.1</b>	Identify the main principles and theories in the field of language acquisition (first language and additional languages).	<b>K1</b>
<b>1.2</b>	Classify different terminologies associated with language acquisition.	<b>K2</b>
<b>1.3</b>	Recognize the sociocultural variables that influence language acquisition.	<b>K3</b>
<b>1.4</b>	Describe methods and approaches appropriate to language acquisition.	<b>K4</b>
<b>2</b>	<b>Skills</b> <i>By the end of the course students will be able to:</i>	
<b>2.1</b>	Show comprehensive description of common phenomena of language acquisition.	<b>S1</b>
<b>2.2</b>	Evaluate the theories of the acquisition of different levels of language structure.	<b>S2</b>
<b>2.3</b>	Analyze language acquisition-based data and how it informs language teaching	<b>S3</b>
<b>2.4</b>	Apply different theories of language acquisition in different social contexts.	<b>S4</b>
<b>2.5</b>	Write clear, concise and well-structured essays using logical arguments and evidence from key research articles.	<b>S5</b>
<b>3</b>	<b>Values:</b> <i>By the end of the course students will be able to:</i>	
<b>3.1</b>	Conduct research in accord with the ethical standards and best practices of the discipline.	<b>V1</b>
<b>3.2</b>	Demonstrate a capacity to work effectively in pairs and groups	<b>V.2</b>
<b>3.3</b>	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure	<b>V3</b>
<b>3.4</b>	Carry out study and research independently.	<b>V4</b>

\* Program Learning Outcomes

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to language & language development	3
2	Theories of language acquisition: Piaget, Vygotsky, Chomsky	3
3	Language, learning, teaching, acquisition	3
4	Second language theories	3
5	Developing different theories of second language acquisition	3
6	Second language acquisition process and the different factors that affect the learning process	3
7	The relation between researches in the field of language acquisition and second language teaching.	3
8	Seminar Presentations: Critical article review	3



9	Morphology-syntax in second language	3
10	<b>Formative/Summative Midterm Exam</b>	3
11	Learning strategies for second language	3
12	Learners characteristics in second language acquisition and personal differences	3
13	Second and foreign language learning environment (physical, academic and psychological) and the sociocultural impact.	3
14	Seminar Presentations: Case study	3
15	Research's role in second language acquisition for improving second language teaching	3
16	<b>Final Exam</b>	3
<b>Total</b>		48

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
<b>1.1</b>	Identify the main principles and theories in the field of language acquisition (first language and additional languages).	-lecturing - Class discussion -Seminars -Students presentations	- assignments -Individual and seminar presentation - Term Paper - Final exam
<b>1.2</b>	Classify different terminologies associated with language acquisition.		
<b>1.3</b>	Recognize the sociocultural variables that influence language acquisition.		
<b>1.4</b>	Describe methods and approaches appropriate to language acquisition.		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Show comprehensive description of common phenomena of language acquisition.	-Lecturing -Class discussions -Seminars - presentations	- Assignments -Seminar presentation -Case study / research paper - Term Paper - Final exam
<b>2.2</b>	Evaluate the theories of the acquisition of different levels of language structure.		
<b>2.3</b>	Analyze language acquisition-based data and how it informs language teaching		
	Apply different theories of language acquisition in different social contexts.		
<b>2.4</b>	Write clear, concise and well-structured essays using logical arguments and evidence from key research articles.		
<b>3.0</b>	<b>Values</b>		
<b>3.1</b>	Conduct research in accord with the ethical standards and best practices of the discipline.	-class discussion -Seminars -Students presentations	-Group assignments -Observation -Research paper
<b>3.2</b>	Demonstrate a capacity to work effectively in pairs and groups		



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure	-Group work	
3.4	Carry out study and research independently.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments	2 – 12	10%
2	Seminar Presentations	8, 14	20%
3	Term paper	12	10%
4	Mid-term Exam	10	20%
5	Final Exam	16	40%
Total			100%

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.

6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<p><b>Required Textbooks</b></p>	<ul style="list-style-type: none"> <li>▪ Doughty, C. and M Log. (2003). <i>Handbook of Second Language Acquisition</i>. Blackwell Publishers.</li> <li>▪ Alongside the textbook, the readings for this course will include a mix of research articles, overview articles, and book chapters about theoretical issues as assigned by the Professor. (Some selections of articles and chapters are mentioned in the essential references below)</li> </ul>
<p><b>Essential Reference Materials</b></p>	<ul style="list-style-type: none"> <li>▪ Brown, H.D. (1980). <i>Principles of Language Learning and Teaching</i>. Prentice-Hall.</li> <li>▪ Ellis, R. (1997). <i>Second Language Acquisition</i>. Oxford.</li> <li>▪ Lightbrown, P. and Spada N. (1995). <i>How Languages are learned</i>. Oxford.</li> <li>▪ VanPatten, B. (2004). Input processing in second language acquisition. <i>Processing instruction: Theory, research, and commentary</i> (pp. 5–31). Mahwah, NJ: Lawrence Erlbaum Associates.</li> <li>▪ VanPatten, B. (2002). <i>Processing instruction: An update, Language Learning</i>, 52, 755– 803.</li> <li>▪ Mitchell, M., Myles, F., &amp; Marsden, E. (2013). Interaction in second language learning. In <i>Second Language Learning Theories</i> (pp. 160–187)</li> <li>▪ Long, M. (1996). The role of the linguistic environment in second language acquisition. In W.C. Ritchie &amp; T. K. Bhatia (Eds.), <i>Handbook of second language acquisition</i> (pp. 413–468). San Diego, CA: Academic Press.</li> <li>▪ Lyster, R., &amp; Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. <i>Studies in Second Language Acquisition</i>, 19, 37–66</li> <li>▪ Lyster, R., Saito, K., &amp; Sato, M. (2013). Oral corrective feedback in second language classrooms. <i>Language Teaching</i>, 46, 1–40</li> <li>▪ Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass &amp; C. Madden (Eds.), <i>Input in second language acquisition</i> (pp. 235–253). Rowley, MA: Newbury House.</li> <li>▪ Swain, M., &amp; Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. <i>Modern Language Journal</i>, 82, 320–337.</li> <li>▪ Mitchell, M., Myles, F., &amp; Marsden, E. (2013). Sociocultural perspectives on second language learning. In <i>Second Language Learning Theories</i> (pp. 220–246).</li> <li>▪ Kinginger, C. (2001). <math>i+1 \neq ZPD</math>. <i>Foreign Language Annals</i>, 34, 417–425.</li> <li>▪ Firth, A., &amp; Wagner, J. (2007). Second/foreign language learning as a social accomplishment: Elaborations on a reconceptualized SLA. <i>Modern Language Journal</i>, 91, 800–819.</li> <li>▪ Lantolf, J., &amp; Poehner, M. (2007). Chapter 2: The zone of proximal development. In <i>Dynamic assessment in the foreign language classroom: A teacher's guide</i> (pp. 24–34), University Park, PA: Calper Publications.</li> <li>▪ Lantolf, J., &amp; Poehner, M. (2007). Chapter 3: Dynamic assessment. In <i>Dynamic assessment in the foreign language classroom: A teacher's guide</i> (pp. 35–53). University Park, PA: Calper Publications.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Duff, P., &amp; Talmy, S. (2011). Language socialization approaches to second language acquisition: Social, cultural, and linguistic development in additional languages. In D. Atkinson (Ed.) <i>Alternative approaches to second language acquisition</i> (pp. 95–116). New York, NY: Routledge.</li> <li>▪ Thoms, J. (2012). Classroom discourse in FL classrooms: A review of the literature. <i>Foreign Language Annals</i>, 45 (Special Issue), s8–s27.</li> <li>▪ D. Boxer &amp; A. Cohen (Eds.) (2004) <i>Studying speaking to inform second language learning</i> (pp. 68–87). Clevedon, UK: Multilingual Matters.</li> <li>▪ Geisler, M., Kramsch, C., McGinnis, S., Patrikis, P., Pratt, M., Ryding, K., &amp; Saussy, H. (2007). Foreign languages and higher education: New structures for a changed world. (available online and as a PDF <a href="#">Foreign Language and Higher Education</a>)</li> <li>▪ Cope, B., &amp; Kalantzis, M. (2009). “Multiliteracies”: New literacies, new learning. <i>Pedagogies: An International Journal</i>, 4, 164–195.</li> <li>▪ Kern, R., &amp; Schultz, J. (2005). Beyond orality: Investigating literacy and the literary in second and foreign language instruction. <i>Modern Language Journal</i>, 89, 381–392.</li> <li>▪ Allen, H., &amp; Paesani, K. (2010). Exploring the feasibility of a pedagogy of multiliteracies in introductory foreign language courses. <i>L2 Journal</i>, 2, 119–142</li> </ul>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Saudi Digital Library</a></li> <li>2. <a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a></li> <li>3. <a href="https://www.bibme.org/">https://www.bibme.org/</a></li> </ol>
<b>Other Learning Materials</b>	Other required readings will be posted on Blackboard website.

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms Audio/Video Conferencing Rooms University Main Libraries Public Libraries
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	University's Official Cloud Server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc. - Blackboard and Cisco WebEx - Data show - Projectors - Smart Boards - Speakers
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>Students</li> <li>Peer Reviewers</li> <li>Faculty</li> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Curriculum Committee</li> <li>Assessment Committee</li> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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	College Council
Reference No.	Minutes (22)
Date	19/8/1441

غدير امين مالكي

اعتماد  
NCAAA

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## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Readings in Sociolinguistics
<b>Course Code:</b>	LNG 603
<b>Program:</b>	Master of Arts in Theoretical / Applied Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 1 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	None
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	36
2	Laboratory/Studio	-
3	Seminars	12
4	Others (course activities, independent study, presentations, exams, reports)	48*
<b>Total</b>		<b>96 hours</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>
<p>This course investigates the sociolinguistic bases of linguistic diversification. Linguistic diversity, linguistic variation in language. An essential concentration of the content of this course is that linguistic differences are the starting point of most linguistic change that can be achieved by exploring present-day language systems. The course content includes language variations, social dialects/ Sociolects, idiolects, formal and informal styles, registers, standard and nonstandard varieties, slang, and jargon. Code switching and code mixing, pidgins and creoles borrowing are among the other topics that might be included in this course. The course can be extended to include surveys of research on a variety of sociocultural groups across a range of sociolinguistic contexts.</p>



## 2. Course Main Objective

The main objective of this course is for students to gain a deeper knowledge of the major theories and concepts of sociolinguistics, as well as increase their skills of sociolinguistic analysis and interpretation.

## 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course students will be able to:</i>	
<b>1.1</b>	Show comprehensive knowledge of main concepts in sociolinguistics	<b>K1</b>
<b>1.2</b>	Demonstrate the ability to understand the basic concepts and assumptions in sociolinguistics	<b>K2</b>
<b>1.3</b>	Identify main theories of sociolinguistics	<b>K3</b>
<b>1.4</b>	Recognize different methods of sociolinguistic analysis	<b>K4</b>
<b>2</b>	<b>Skills</b> <i>By the end of the course students will be able to:</i>	
<b>2.1</b>	Examine main theories and concepts of sociolinguistics	<b>S1</b>
<b>2.2</b>	Evaluate the impact of social and cultural factors on language	<b>S2</b>
<b>2.3</b>	Use current empirical tools and methods to explain sociolinguistic factors	<b>S3</b>
<b>2.4</b>	Interpret sociolinguistic phenomena common to bilingual individuals	<b>S4</b>
<b>2.5</b>	Compose written work that communicates ideas from sociolinguistic concepts and a synthesis of information from a range of sources (lectures, seminars, classes, journals, books, online databases, etc.)	<b>S5</b>
<b>3</b>	<b>Values</b> <i>By the end of the course students will be able to:</i>	
<b>3.1</b>	Collect and present sociolinguistic data abiding by the ethical standards in research.	<b>V1</b>
<b>3.2</b>	Demonstrate a capacity to work effectively in pairs and groups	<b>V2</b>
<b>3.3</b>	Show an ability to work independently, demonstrating initiative, self-organization and time-management in tackling and solving complex problems	<b>V3</b>
<b>3.4</b>	Undertake autonomously course practices such as surveys, reports, and research with a minimum of guidance.	<b>V4</b>

\* Program Learning Outcomes

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction: Knowledge of language /Nature and scope of language in a social context	3
2	Language and Communities <ul style="list-style-type: none"><li>➤ Language vs. dialect</li><li>➤ Regional Dialects / Social Dialects</li><li>➤ Accent vs. dialect</li></ul>	3
3	Language and Communities <ul style="list-style-type: none"><li>➤ English: language and dialect: UK, USA, Australia, New Zealand</li><li>➤ Urban Dialectology: Dialect in The English City</li><li>➤ Styles, Registers, and Beliefs</li></ul>	

4	Linguistic Geography ➤ Linguistic geographic dialect atlas	3
5	<b>Seminar Presentation</b>	3
6	Language Variation ➤ Regional Variation ➤ The Linguistic Variable ➤ Linguistic and Social Variation	3
7	Change ➤ The Traditional View ➤ Changes in Progress ➤ The Process of Change	3
8	<b>Formative/Summative Midterm Exam</b>	3
9	Bilingualism and multilingualism ➤ Diglossia ➤ Code-Switching	3
10	Clinical linguistics ➤ Language disorders /communication disability ➤ Speech-language pathology /therapy	3
11	English languages ➤ Language contact-the range of emergent forms (Pidgins and Creoles)	3
12	English languages ➤ Language attitudes (African American English) ➤ Accommodation Theory ➤ Adaptation Theory	3
13	<b>Seminar presentation</b>	3
14	Sociology of Language ➤ Linguistic planning and Policy	3
15	Sociology of Language ➤ Issues in the Sociology of Language: Script, Terminology, Language in Education	3
16	<b>Final Exam</b>	3
<b>Total</b>		<b>48</b>

## 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	<b>Knowledge and Understanding</b>		
1.1	Show comprehensive knowledge of main concepts in sociolinguistics	-Lectures (audiovisual media, PowerPoint) -Class discussions -Seminars -Problem-inquiry based learning	-Assignments -Exercises -Quizzes and exams - Final exam
1.2	Demonstrate the ability to understand the basic concepts and assumptions in sociolinguistics		
1.3	Identify main theories of sociolinguistics		
1.4	Recognize different methods of sociolinguistic analysis		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.0	<b>Skills</b>		
2.1	Examine main theories and concepts of sociolinguistics	-Lectures (audiovisual media, PowerPoint) -class discussions -Seminars -Problem-inquiry based learning	-Assignments -Quizzes and exams Article review/report - Research Paper - Final exam
2.2	Evaluate the impact of social and cultural factors on language		
2.3	Use current methods to explain sociolinguistic factors		
2.4	Interpret sociolinguistic phenomena common to bilingual individuals		
2.5	Compose written work that communicates ideas from sociolinguistic concepts and a synthesis of information from a range of sources (lectures, seminars, classes, journals, books, online databases, etc.)		
3.0	<b>Values</b>		
3.1	Collect and present sociolinguistic data abiding by academic ethical standards.	- Class discussions -Seminars -Students Presentations	-Research paper -Group/peer Assignment -Observation
3.2	Demonstrate a capacity to work effectively in pairs and groups		
3.3	Show an ability to work independently, demonstrating initiative, self-organization and time-management in tackling and solving complex problems		
3.4	Undertake autonomously course practices such as surveys, reports, and research with minimum guidance.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation in seminar discussions	2-12	10%
2	Student Seminar Presentations	8,14	10%
3	Assignments	2-12	10%
4	Research Paper	12	10%
5	Mid-term Exam	10	20%
6	Final Exam	16	40%
<b>Total</b>			<b>100%</b>

\*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:**

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.

2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

Required Textbooks	Ronald Wardhaugh. (2001). Introduction to Sociolinguistic. Blackwell Publishers
Essential Reference Materials	<ol style="list-style-type: none"> <li>1. Aitchison, J. (2000) <i>Language Change: Progress or Decay?</i> (3rd ed). Cambridge: CUP.</li> <li>2. Chambers, J.k. (2009) <i>Sociolinguistic Theory</i>. Blackwell.</li> <li>3. Chambers, J.k. and P. Trudgill. (2004). <i>Dialectology</i>, 2<sup>nd</sup> edn. Cambridge University Press.</li> <li>4. Fasold, R. (1999). <i>The Sociolinguistics of Language</i>, 2 vols. Blackwell</li> <li>5. Herk, G. Van. (2012) <i>What is Sociolinguistics</i>. Blackwell.</li> <li>6. Holmes, J. (2008) <i>An Introduction to Sociolinguistics</i> (3rd ed). London: Pearson Longman.</li> <li>7. Holmes, J. (2012) <i>An Introduction to Sociolinguistics</i>, (4th edition). Longman</li> <li>8. Hudson R. (1996). <i>Sociolinguistics</i>. Cambridge: Cambridge University Press</li> <li>9. Jassem, Zaidan Ali. (1994a). <i>Lectures in English and Arabic Sociolinguistics</i>. Pustaka Antara.</li> <li>10. Jassem, Zaidan Ali. (2015). The Arabic origins of "medical terms" in English and European languages: A radical linguistic theory approach. <i>Journal of English language and literature</i> 2 (1).</li> <li>11. Kachru, B.B. (1997) <i>World Englishes and English –using Communities</i>. Annual Review of Applied Linguistics.17,66-87</li> </ol>

	12. Labov, W. (1994). <i>Principles of linguistic changes</i> . Oxford: Blackwell. 13. Labov, William (2012) <i>Principles of Language Change</i> , 4 vols. Blackwell. 14. Milroy, J. (1993) <i>Linguistic variation and change</i> . Oxford: Blackwell. 15. Phillipson, Robert. (1992) <i>Linguistics Imperialism</i> . Oxford: Oxford University Press. 16. Romaine, S. (2000) <i>Language in Society</i> , (2 <sup>nd</sup> edition). Oxford University Press 17. Trudgill, Peter. (2000) <i>Sociolinguistics: An Introduction to Language and Society</i> , (4 <sup>th</sup> ed.). Penguin Books
<b>Electronic Materials</b>	1. <a href="http://www.academia.edu/sociolinguistics">http://www.academia.edu/sociolinguistics</a> 2. <a href="#">Saudi Digital Library</a> 3. <a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a> 4. <a href="https://www.bibme.org/">https://www.bibme.org/</a>
<b>Other Learning Materials</b>	<b>Journals:</b> <i>Language in Society</i> <i>Variation and Change</i> <i>The Sociology of Language</i> <i>Applied Linguistics</i> <i>Language Learning</i> <i>International Journal of English and Education</i> <i>Language in India</i> <i>International Journal of English Literature and Applied Linguistics</i> *Other required readings will be posted on Blackboard website.

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Lecture rooms</li> <li>- Audio/Video Conferencing Rooms</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud Server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard</li> <li>- Cisco WebEx</li> <li>- Data show</li> <li>- Projectors</li> <li>- Smart Boards</li> <li>- AV</li> <li>- Speakers</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>• Students</li> <li>• Peer Reviewers</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> </ul>

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	<ul style="list-style-type: none"> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Curriculum Committee</li> <li>Assessment Committee</li> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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	College Council
Reference No.	Minutes (22)
Date	19/8/1441



اعتماد  
NCAAA

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## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Readings in Psycholinguistics
<b>Course Code:</b>	LNG 604
<b>Program:</b>	Master of Arts in Theoretical / Applied Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University



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غدير امين مالكي

غدير امين مالكي

## A. Course Identification

<b>1. Credit hours:</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 1 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	None
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	16
4	Others (course activities, independent study, presentations, exams, reports)	48*
<b>Total</b>		<b>96 hours</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course provides fundamental knowledge of psycholinguistics— an area of specialization in cognitive psychology that focuses on the psychological components of the language processor. Therefore, from the perspective of Psycholinguistics, this course examines the psychological processes of language use, with a focus on the comprehension, production, acquisition, and representation of language and language disorders. Other aspects as the commonalities that underlie human languages, and how these commonalities describe the nature of the human language will also be covered. The course will also explore the systems of conceptual organizations through the study of categorization, metaphors, cultural models and grammar.

### 2. Course Main Objective

The main objective of this course is for students to acquire knowledge of basic language production and perception data in order to understand the relationship between language and the processes of the brain and mind and how these aspects have contributed to the development of the major theories in psycholinguistics.

### 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course students will be able to:</i>	
<b>1.1</b>	Demonstrate knowledge about psycholinguistic issues and processes (e.g., in the areas of speech perception, word recognition, sentence processing, text processing, reading and language acquisition).	<b>K1</b>
<b>1.2</b>	Explain the major theories and key concepts regarding the cognitive and psychological nature of language learning and usage.	<b>K2</b>
<b>1.3</b>	Differentiate between different concepts and terms in psycholinguistics.	<b>K2</b>
<b>1.4</b>	Recall research methods and empirical studies in psycholinguistics.	<b>K4</b>
<b>2</b>	<b>Skills</b> <i>By the end of the course students will be able to:</i>	
<b>2.1</b>	Interpret results and findings of psycholinguistic studies within different themes related to language learning and usage.	<b>S1</b>
<b>2.2</b>	Apply different theories of psycholinguistics in different contexts.	<b>S2</b>
<b>2.3</b>	Use current empirical tools and methods to explain psycholinguistic factors	<b>S3</b>
<b>2.4</b>	Write cogently and analytically on theoretical issues within certain themes of psycholinguistics	<b>S4</b>
<b>2.5</b>	Design an experiment that involves the collection and interpretation of psycholinguistic aspects.	<b>S5</b>
<b>3</b>	<b>Values</b> <i>By the end of the course students will be able to:</i>	
<b>3.1</b>	Carry out research in psycholinguistics that adheres to academic ethical principles.	<b>V1</b>
<b>3.2</b>	Demonstrate a capacity to work effectively in pairs and teams	<b>V2</b>
<b>3.3</b>	Demonstrates an ability to act responsibly through managing study time, course work and meeting deadlines.	<b>V3</b>
<b>3.4</b>	Show an ability to work independently and proactively in all course tasks.	<b>V4</b>

\* Program Learning Outcomes

### C. Course Content

No	List of Topics	Contact Hours
1	General initiation to psycholinguistics (Nature and Evolution of Language)	3
2	General initiation to psycholinguistics (Design Features of Human Language and Psycholinguistics and its neighboring disciplines)	3
3	History and Development of Psycholinguistics	3
4	Psycholinguistics themes and research methodology	3
5	Workshop/ or Tutorial	3
6	Approaches to first language acquisition (Behaviorism, Nativism, Interactionism, Emergentism, Usage-based theories, and DSL Approach)	3
7	Biological Foundations of Language	3
8	<b>Formative/Summative Midterm Exam</b>	3
9	Language and Human Brain Structure and Foundations	3

10	Exceptional Learners: aphasia, dyslexia...etc.	3
11	Psychological mechanisms and processes in second language acquisition	3
12	Information Processing Theory; Human Memory Systems	3
13	Workshop or Tutorial	3
14	Psychology of Language Comprehension (Listening and Reading)	3
15	Psychology of Language Production (Speaking and Writing)	3
16	<b>Final Exam</b>	3
<b>Total</b>		<b>48</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
<b>1.1</b>	Demonstrate knowledge about psycholinguistic issues and processes (e.g., in the areas of speech perception, word recognition, sentence processing, text processing, reading and language acquisition).	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Collaborative and peer technique teaching</li> <li>- Interactive classroom communication</li> <li>- Online teaching</li> <li>- Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Defining</li> <li>- Outlining</li> <li>- Summarizing</li> <li>- Utilizing diagrams, tables, charts, graphs, and visual aids.</li> <li>- Describing a process or a concept</li> <li>- Presentations</li> <li>- Research paper</li> <li>- Final Exam</li> </ul>
<b>1.2</b>	Explain the major theories and key concepts regarding the cognitive and psychological nature of language learning and usage.		
<b>1.3</b>	Differentiate between different concepts and terms in psycholinguistics.		
<b>1.4</b>	Recall research methods and empirical studies in psycholinguistics.		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Interpret results and findings of psycholinguistic studies within different themes related to language learning and usage.	<ul style="list-style-type: none"> <li>- Collaborative and peer technique teaching</li> <li>- Interactive classroom communication.</li> <li>- Online teaching</li> <li>- Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Case analysis or case study</li> <li>- Field notes</li> <li>- Peer or group discussion</li> <li>- Project work</li> <li>- Observation</li> <li>- Term paper</li> <li>- Problem-based learning</li> <li>- Final exam</li> </ul>
<b>2.2</b>	Apply different theories of psycholinguistics in different contexts.		
<b>2.3</b>	Use current empirical tools and methods to explain psycholinguistic factors		
<b>2.4</b>	Write cogently and analytically on theoretical issues within certain themes of psycholinguistics		
<b>2.5</b>	Design an experiment that involves the collection and interpretation of psycholinguistic aspects.		
<b>3.0</b>	<b>Values</b>		
<b>3.1</b>	Carry out research in sociolinguistics that adheres to academic ethical principles.	<ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Seminars</li> <li>- Students presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Research paper</li> <li>- Group assignments</li> <li>- Observation</li> </ul>
<b>3.2</b>	Demonstrate a capacity to work effectively in pairs and teams		
<b>3.3</b>	Demonstrates an ability to act responsibly through managing study time, course work and meeting deadlines.		
<b>3.4</b>	Show an ability to work independently and proactively in all course tasks.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Research Paper	14	20%
2	Presentations	11, 12, 13	20%
3	Mid-term Exam	9	20%
4	Final Exam	16	40%
<b>Total</b>			<b>100%</b>

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Field, J. (2004). <i>Psycholinguistics: The Key Concepts</i> . New York: Routledge.
<b>Essential Reference Materials</b>	<ol style="list-style-type: none"> <li>1. Berko Gleason, J. &amp; Bernstein Ratner, N. (1993). <i>Psycholinguistics</i>. Harcourt Brace College Publishers.</li> <li>2. Bialystok, E. &amp; Hakuta, K. (1994). <i>In other words: the science and psychology of second-language acquisition</i>. New York : BasicBooks.</li> <li>3. Carroll, D.W. (2008). <i>Psychology of language</i> (5th Edition). Thomson Wadsworth Publishing.</li> <li>4. Clifton, C. Jr., Frazier, L., &amp; Rayner, K. (1994). <i>Perspectives on sentence processing</i>. Hillsdale, NJ: Erlbaum.</li> <li>5. Dornyei, Z. (2009). <i>The psychology of second language acquisition</i>. Oxford: OUP.</li> <li>6. Fernandez, Eva M., and Cairns, Helen Smith. (2010). <i>Fundamentals of psycholinguistics</i>. Malden, MA: Wiley-Blackwell.</li> <li>7. Garman, M. (1990). <i>Psycholinguistics</i>. Cambridge: Cambridge University Press.</li> <li>8. Gernsbacher, M. A. (ur.), <i>Handbook of Psycholinguistics</i>. San Diego, CA: Academic Press, Inc.</li> <li>9. Gernsbacher, M.A.. (1994). <i>Handbook of psycholinguistics</i>. San Diego: Academic Press.</li> <li>10. Gleitman, L. &amp; Liberman, M. (1995). <i>An Invitation to Cognitive Science V. 1. Language</i>. MIT Press.</li> <li>11. Harley, T. (1995). <i>The psychology of language : from data to theory</i>. Taylor &amp; Francis.</li> <li>12. Honjo, I. (1999). <i>Language viewed from the brain</i>. New York: Karger.</li> <li>13. Jackendoff, R. (2002). <i>Foundations of Language: Brain, Meaning, Grammar, Evolution</i>. Oxford University Press.</li> <li>14. Jensen, E.. (1998). <i>Teaching with the brain in mind</i>. Alexandria, Va. : Association for Supervision and Curriculum Development.</li> <li>15. Kennison, S. M., &amp; Messer, R. H. (2014). <i>Psycholinguistics</i>.</li> <li>16. Kess, J.F. (1999). <i>Psycholinguistics : psychology, linguistics, and the study of natural language</i>. Amsterdam: John Benjamins.</li> <li>17. Obler, L. &amp; Gjerlow, K. (1999). <i>Language and the brain</i>. Cambridge: Cambridge University Press.</li> <li>18. Paradis, M. (1995). <i>Aspects of Bilingual Aphasia</i>. Oxford: Pergamon.</li> <li>19. Seliger, H. &amp; Vago, R. (1991). <i>First Language Attrition</i>. Cambridge: Cambridge University Press.</li> <li>20. Singer, Murray. (1990). <i>Psychology of language : an introduction to sentence and discourse processes</i>. Hillsdale, NJ: Erlbaum.</li> <li>21. Singleton, D. (1999). <i>Exploring the second language mental lexicon</i>. Cambridge: Cambridge University Press.</li> <li>22. Skehan, P. (1998). <i>A cognitive approach to language learning</i>. Oxford: OUP.</li> <li>23. Taylor, I. &amp; Olson, D. (1995). <i>Scripts and literacy: Reading and learning to read alphabets, syllabaries and characters</i>. Dordrecht, Netherlands: Kluwer.</li> </ol>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li>1. <a href="http://www.academia.edu/sociolinguistics">http://www.academia.edu/sociolinguistics</a></li> <li>2. <a href="#">Saudi Digital Library</a></li> <li>3. <a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a></li> <li>4. <a href="https://www.bibme.org/">https://www.bibme.org/</a></li> </ol>
<b>Other Learning Materials</b>	Other required readings will be posted on Blackboard website.



## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Lecture rooms</li> <li>- Audio/Video Conferencing Rooms</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud Server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard</li> <li>- Cisco WebEx</li> <li>- Data show</li> <li>- Projectors</li> <li>- Smart Boards</li> <li>- AV Speakers</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>• Students</li> <li>• Peer Reviewers</li> <li>• Faculty</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Curriculum Committee</li> <li>• Assessment Committee</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441



اعتماد  
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## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Readings in Phonology
<b>Course Code:</b>	LNG 651
<b>Program:</b>	Master of Arts in Theoretical Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 2 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	
LNG 601, LNG 602, LNG 603, LNG 604	
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75 %
2	Blended	12	25 %
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	16
4	Others (workshops, practical training, research groups, independent study)	48*
<b>Total</b>		<b>96 hours</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>
This course is designed for graduate students in linguistics program. The course introduces fundamental knowledge of phonetics and phonology. The course content in phonetics includes an understanding of primary concepts of acoustic and articulatory phonetics. While the course content in phonology contains topics such as phonemes of English, description, and classifications for types of syllable structure. Besides, other phonological issues may hold syllabic consonants, word stress, and degrees of stress, stress shift, grammatical stress, and sentences stress. The concept of the nucleus (types- end-placed and contrastive), tonic Accents, pre-tonic accent, post-tonic accent, intonation patterns/uses of tones, and grammatical and attitudinal function of intonation are among the other themes that the course may address.
<b>2. Course Main Objective</b>
By the end of this course, students should have acquired a deeper knowledge about the major phonological concepts and theories. The course further aims to enhance students' skills in phonological analysis both on a segmental and suprasegmental level.

### 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course students will be able to:</i>	
<b>1.1</b>	Identify the main concepts in phonetics and phonology.	<b>K1</b>
<b>1.2</b>	Define the main theories of phonology.	<b>K2</b>
<b>1.3</b>	Describe the segmental and suprasegmental features of the English language.	<b>K3</b>
<b>1.4</b>	Demonstrate thorough understanding of the different methods of phonological analysis.	<b>K4</b>
<b>2</b>	<b>Skills</b> <i>By the end of the course students will be able to:</i>	
<b>2.1</b>	Distinguish between underlying (phonological) representations and surface (phonetic) forms.	<b>S1</b>
<b>2.2</b>	Assess typological dimensions of phonological patterns	<b>S2</b>
<b>2.3</b>	Analyze arguments for phonological grammars within the framework of central phonological theories and methods of analysis.	<b>S3</b>
<b>2.4</b>	Design an experiment that involves the collection, manipulation, or interpretation of phonetic and phonological data.	<b>S4</b>
<b>2.5</b>	Compose research papers that utilize systematic arguments in the domain of phonetics and phonology using the tools and conventions of the discipline.	<b>S5</b>
<b>3</b>	<b>Values</b> <i>By the end of the course students will be able to:</i>	
<b>3.1</b>	Demonstrate an awareness of ethical issues and the ability to work with them in the conduct of linguistic enquiry in research practices.	<b>V1</b>
<b>3.2</b>	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in groups, presenting conclusions and reflecting differences of opinion	<b>V2</b>
<b>3.3</b>	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres	<b>V3</b>
<b>3.4</b>	Demonstrate an ability to work autonomously in complex academic work.	<b>V4</b>

\* Program Learning Outcomes

### C. Course Content

No	List of Topics	Contact Hours
1	Introducing the basic concepts	3
2	Phonetic transcriptions	3
3	Allophonic relations	3
4	Underlying representations	3
5	Interacting processes	3
6	Feature theory	3
7	<b>Formative/Summative Midterm Exam</b>	3
8	Feature theory	3
9	Phonological analysis	3
10	Phonological analysis	3
11	Phonological typology and naturalness	3
12	Abstractness and psychological reality	3
13	Abstractness and psychological reality	3

14	Nonlinear representations	3
15	Nonlinear representations	3
16	<b>Final Exam</b>	3
<b>Total</b>		<b>48</b>

## 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 and Understanding		
1.1	Identify the main concepts in phonetics and phonology.	<ul style="list-style-type: none"><li>- Blended learning.</li><li>- Highly interactive student-centered tasks.</li><li>- PPP lesson module.</li><li>- Lectures/presentations.</li><li>- Discussions.</li><li>- Seminars.</li><li>- Essential reading.</li><li>- Problem/inquiry based learning.</li></ul>	<ul style="list-style-type: none"><li>- Weekly assignments.</li><li>- Review paper.</li><li>- Research paper.</li><li>- Student presentations.</li><li>- Final exam.</li></ul>
1.2	Define the main theories of phonology.		
1.3	Describe the segmental and suprasegmental features of the English language.		
1.4	Demonstrate thorough understanding of the different methods of phonological analysis.		
2.0	Skills		
2.1	Distinguish between underlying (phonological) representations and surface (phonetic) forms.	<ul style="list-style-type: none"><li>- Blended learning.</li><li>- Lectures.</li><li>- Student presentations.</li><li>- Discussions.</li><li>- Essential reading.</li><li>- Problem/inquiry based learning.</li><li>- Practical learning.</li></ul>	<ul style="list-style-type: none"><li>- Weekly assignments</li><li>- Interpretation of collected data.</li><li>- Student presentations.</li><li>- Review paper.</li><li>- Research paper.</li><li>- Final exam.</li></ul>
2.2	Assess typological dimensions of phonological patterns		
2.3	Analyze arguments for phonological grammars within the framework of central phonological theories and methods of analysis.		
2.4	Design an experiment that involves the collection, manipulation, or interpretation of phonetic and phonological data.		
2.5	Compose research papers that utilize systematic arguments in the domain of phonetics and phonology using the tools and conventions of the discipline.		
3.0	Values		
3.1	Demonstrate an awareness of ethical issues and the ability to work with them in the conduct of linguistic enquiry in research practices.	<ul style="list-style-type: none"><li>- Class Discussions</li><li>- Seminars</li><li>- Workshops</li><li>- Presentations</li><li>- Independent study</li><li>- Problem/inquiry-based learning.</li></ul>	<ul style="list-style-type: none"><li>- Brainstorming</li><li>- Weekly assignments</li><li>- Research paper</li><li>- Presentations</li><li>- Group discussions.</li><li>- Group tasks.</li><li>- Examination</li></ul>
3.2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in groups, presenting conclusions and reflecting differences of opinion.		
3.3	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres		
3.4	Demonstrate an ability to work autonomously in complex academic work.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Out-of-Class assignments	weekly	20%
2	Group projects/presentations/term paper	11,12,13	20%
3	Midterm exam	8	20%
4	final exam	16	40%
	<b>Total</b>		<b>100%</b>

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<p><b>Required Textbooks</b></p>	<ol style="list-style-type: none"> <li>1. Carr, Philip (2013) <i>English Phonetics and Phonology: An Introduction</i>. Oxford: Blackwell</li> <li>2. Ladefoged, P. (5th edition, 2006) <i>A Course in Phonetics</i>, New York: Thomson-Wadsworth</li> <li>3. Odden, D. A. (2005). <i>Introducing phonology</i>. Cambridge, UK; New York, Cambridge University Press.</li> </ol>
<p><b>Essential Reference Materials</b></p>	<ol style="list-style-type: none"> <li>1. Ashby, M and Maidment, J., 2005. <i>Introducing phonetic science</i>. Cambridge: CUP.</li> <li>2. Ashby, P., 1995. <i>Speech sounds</i>. London: Routledge.</li> <li>3. Catford, J.C., second edition 2001. <i>A practical introduction to phonetics</i>. Oxford: Clarendon Press.</li> <li>4. Clark, J. and Yallop, C., 1995. <i>An introduction to phonetics and phonology</i>. Second edition. Oxford: Blackwell.</li> <li>5. Colantoni, L., Steele, J, &amp; Escudero, P. (2015). <i>Second language speech: theory and practice</i>. Cambridge University Press.</li> <li>6. Collins, Beverley &amp; Inger Mees (2008) <i>Practical Phonetics and Phonology</i>, London and New York: Routledge</li> <li>7. Cruttenden, A., 1997. <i>Intonation</i>. Second edition. Cambridge: CUP.</li> <li>8. Denes, P.B. and Pinson, E.N., 1993. <i>The speech chain: the physics and biology of spoken language</i>. Second edition. Freeman. ISBN: 0716723441</li> <li>9. García Lecumberri, M.L. and Maidment, J.A., 2000. <i>English transcription course</i>. London: Arnold.</li> <li>10. Giegerich, H.J. (1992) <i>English Phonology</i>, Cambridge: Cambridge University Press</li> <li>11. Gimson, A.C. (7th edition, revised by Alan Cruttenden, 2008) <i>Gimson's pronunciation of English</i>, London: Arnold</li> <li>12. Goldsmith. John. 1996. <i>The Handbook of Phonological Theory</i>. Blackwell Publishers.</li> <li>13. Gussenhoven, Carlos and H. Jacobs (1998/2005). <i>Understanding phonology</i>. London: Arnold.</li> <li>14. Hayward, K. (2000). <i>Experimental Phonetics</i>. London: Longman.</li> </ol>



	<p>15. Jenkins, Jennifer, 2000. <i>The phonology of English as an international language</i>. Oxford: OUP.</p> <p>16. Ladd, D.R., 1996. <i>Intonational phonology</i>. Cambridge: CUP.</p> <p>17. Ladefoged, P. (2001) <i>Vowels and consonants</i>, Oxford: Blackwell.</p> <p>18. Ladefoged, P., 2003. <i>Phonetic data analysis</i>. An introduction to fieldwork and instrumental techniques. Oxford: Blackwell.</p> <p>19. Laver, J., 1994. <i>Principles of phonetics</i>. Cambridge: CUP.</p> <p>20. Lecumberri, M.L.G. and Maidment, J. (2000) <i>English Transcription Course</i>, London: Arnold.</p> <p>21. Nolan, F. et al., 1999. <i>Handbook of the International Phonetic Association</i>. Cambridge: CUP.</p> <p>22. Pickett, J. M., 1999. <i>The acoustics of speech communication</i>. Fundamentals, Speech Perception Theory, and Technology. London: Allyn and Bacon.</p> <p>23. Roach, P. (4th edition, 2009) <i>English phonetics and phonology: a practical course</i>, Cambridge: Cambridge University Press</p> <p>24. Roca, Iggy and Wyn Johnson (1999). <i>A course in phonology</i>. Oxford: Blackwell.</p> <p>25. Tench, P., 1996. <i>The intonation systems of English</i>. London: Cassell.</p> <p>26. Wells, J.C., 1982. <i>Accents of English</i>. Three volumes plus cassette. Cambridge: CUP.</p> <p>27. Wells, J.C. (3rd edition, 2008) <i>Longman Pronunciation Dictionary</i>, Harlow: Pearson Longman.</p>
<b>Electronic Materials</b>	<p>1. <a href="#">Saudi Digital Library</a></p> <p>2. <a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a></p> <p>3. <a href="https://www.bibme.org/">https://www.bibme.org/</a></p>
<b>Other Learning Materials</b>	Other required readings will be posted on Blackboard website.

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Lecture rooms</li> <li>- Audio/Video Conferencing Rooms</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>

Item	Resources
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud Server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard</li> <li>- Cisco WebEx</li> <li>- Data show</li> <li>- Projectors, Smart Boards and Speaker</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>- Students</li> <li>- Peer Reviewers</li> <li>- Faculty</li> <li>- External Reviewers</li> <li>- Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>- Student Surveys (Indirect)</li> <li>- Formal Observations (Indirect)</li> <li>- Course Report and Course File (Direct)</li> <li>- Student Samples (Direct)</li> <li>- Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>- Students</li> <li>- Faculty</li> <li>- Curriculum Committee</li> <li>- Assessment Committee</li> <li>- External Reviewers</li> <li>- Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>- Item Analysis Data ((Indirect))</li> <li>- Teacher Feedback (Direct)</li> <li>- Student Feedback (Direct)</li> <li>- Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>- Students</li> <li>- Faculty</li> <li>- Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>- Item Analysis Data (Indirect)</li> <li>- Course Report &amp; Course File (Direct)</li> <li>- Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>- Students</li> <li>- Faculty</li> </ul>	<ul style="list-style-type: none"> <li>- Student surveys (Indirect)</li> <li>- Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441

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## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Readings in Syntax
<b>Course Code:</b>	LNG 652
<b>Program:</b>	Master of Arts in Theoretical Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 2 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	LNG 601, LNG 602, LNG 603, LNG 604
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	16
4	Others (independent study, research, assignments, coursework)	48*
<b>Total</b>		<b>96 hours</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course offers an integrated approach to the theoretical and descriptive study of English syntax. Students are expected to have a mature attitude toward language and toward academic work, and a basic grounding in syntactic analysis. The course is intended to provide students with the background necessary to develop skills in syntactic analyses of English sentences.

### 2. Course Main Objective

The main objective of this course is for students to have a working knowledge of syntactic principles, theories and methods. The sub-objectives of the course include the following:

1. To gain technical mastery over the tools of linguistic analysis in syntax
2. To comprehend the basic goals and assumptions of Generative Grammar
3. To investigate syntactic data effectively
4. To develop strong problem-solving skills in syntax
5. To analyze the major syntactic structures of English

### 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course students will be able to:</i>	
<b>1.1</b>	Identify the goals and assumptions of syntactic theories (e.g., X-bar Theory)	<b>K1</b>
<b>1.2</b>	Define the main concepts and terms related to major syntactic theories	<b>K2</b>
<b>1.3</b>	Understand the syntactic analysis of the major syntactic structures of English	<b>K3</b>
<b>1.4</b>	Demonstrate the appropriateness of syntactic approaches to English language structure	<b>K4</b>
<b>2</b>	<b>Skills</b> <i>By the end of the course students will be able to:</i>	
<b>2.1</b>	Analyze the major syntactic structures of English	<b>S1</b>
<b>2.2</b>	Construct syntactic hypothesis in syntactic analysis	<b>S2</b>
<b>2.3</b>	Evaluate syntactic arguments based on linguistic data	<b>S3</b>
<b>2.4</b>	Use strong problem-solving skills in syntax	<b>S4</b>
<b>3</b>	<b>Values</b> <i>By the end of the course students will be able to:</i>	
<b>3.1</b>	Conduct research in accord with the ethical standards and best principles of the discipline	<b>V1</b>
<b>3.2</b>	Participates actively in group work and discussions related to syntax	<b>V2</b>
<b>3.3</b>	Carry out study and research independently	<b>V4</b>

\* Program Learning Outcomes

### C. Course Content

No	List of Topics	Contact Hours
1	Modern generative linguistic theory	3
2	Modern generative linguistic theory ( <i>cont'd</i> )	3
3	Theory of correlatives	3
4	Binding Theory	3
5	Practical	3
6	Structural Relations Theory	3
7	X-bar Theory	3
8	<b>Formative/Summative Midterm Exam</b>	3
9	Word and grammatical categories	3
10	Word and grammatical categories ( <i>cont'd</i> )	3
11	Generative grammar	3
12	Generative grammar ( <i>cont'd</i> )	3
13	Transformational rules	3
14	Movement types	3
15	Practical	3
16	<b>Final Exam</b>	3
<b>Total</b>		<b>48</b>



## 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 and Understanding		
1.1	Identify the goals and assumptions of syntactic theories (e.g., X-bar Theory)	<ul style="list-style-type: none"><li>- Blended learning</li><li>- Lectures (audiovisual media, PowerPoint)</li><li>- Interactive teaching</li><li>- Seminars</li><li>- Tutorial</li><li>- Workshop</li></ul>	<ul style="list-style-type: none"><li>- Problem solving exercises</li><li>-Advanced organizers</li><li>-Compare and contrast</li><li>-Weekly assignments</li><li>- Presentations</li><li>- Term Paper</li><li>- Final exam</li></ul>
1.2	Define the main concepts and terms related to major syntactic theories		
1.3	Understand the syntactic analysis of the major syntactic structures of English		
1.4	Demonstrate the appropriateness of syntactic approaches to English language structure		
2.0	Skills		
2.1	Analyze the major syntactic structures of English	<ul style="list-style-type: none"><li>- Blended learning</li><li>- Lectures (audiovisual media, PowerPoint)</li><li>- Interactive teaching</li><li>- Seminars</li><li>- Tutorial</li><li>- Workshop</li></ul>	<ul style="list-style-type: none"><li>- Problem solving exercises</li><li>-Advanced organizers</li><li>-Compare and contrast</li><li>-Weekly assignments</li><li>- Presentations</li><li>- Term Paper</li><li>- Final exam</li></ul>
2.2	Construct syntactic hypothesis in syntactic analysis		
2.3	Evaluate syntactic arguments based on linguistic data		
2.4	Use strong problem-solving skills in syntax		
3.0	Values		
3.1	Conduct research in accord with the ethical standards and best principles of the discipline	<ul style="list-style-type: none"><li>- Interactive discussions</li><li>- Seminar presentation</li><li>- Workshop</li></ul>	<ul style="list-style-type: none"><li>-Observation of student performance</li><li>- Problem solving exercises</li><li>-Compare and contrast</li><li>-Weekly assignments</li><li>- Presentations</li></ul>
3.2	Participates actively in group work and discussions related to syntax		
3.3	Carry out study and research independently		

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments	3, 6, 9, 12	20%
2	Presentations	5, 14	10%
3	Term paper	10	10%
4	Midterm exam	8	20%
5	Final exam	16	40%
	<b>Total</b>		<b>100%</b>

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

Required Textbooks	Haegeman, L. (1998) <i>Introduction to Government and Binding Theory</i> , 2 <sup>nd</sup> . Edu, Blackwell. Oxford.
Essential Reference Materials	<ol style="list-style-type: none"><li>1. Adger, D. (2003). <i>Core Syntax: A Minimalist Approach</i>. Oxford University Press: Oxford.</li><li>2. Baltin, Mark. "A-Movements." <i>The Handbook of Contemporary Syntactic Theory</i>.</li><li>3. Bresnan, Joan, and Annie Zaenen. "Deep Unaccusativity in LFG." In <i>Grammatical Relations. A Cross-Theoretical Perspective</i>. Edited by K. Dziwirek, P. Farrell, and E. Mejias-Bikandi. Stanford, CA: CSLI Publications, 1990, pp. 45-57.</li></ol>

	<ol style="list-style-type: none"> <li>4. Bresnan, Joan. "Monotonicity and the Theory of Relation-Changes in LFG." <i>Language Research</i> 26, no. 4 (1990): 637-652</li> <li>5. Carnie, A. (2013). <i>Syntax. A Generative Introduction</i>. Oxford: Blackwell.</li> <li>6. Chomsky (1995) <i>The Minimalist Program</i>, MIT Press, Cambridge Mass.</li> <li>7. Chomsky and H. Lasnik (1995). <i>The Theory of Principles and Parameter</i>.</li> <li>8. Chomsky, Noam. "Minimalist Inquiries: The Framework." In <i>Step by Step</i>. Edited by R. Martin, D. Michaels, and J. Uriagereka. Cambridge: MIT Press, 2000, pp. 89-155</li> <li>9. Frampton, John et al. "Remarks on 'Derivation by Phase': Feature Valuation, Agreement, and Intervention." .2000</li> <li>10. Freidin, R. (2012). <i>Syntax. Basic Concepts and Applications</i>. Cambridge University Press: Cambridge.</li> <li>11. Fukui, Naoki. "Phrase Structure." <i>The Handbook of Contemporary Syntactic Theory</i>. Edited by M. Baltin, and C. Collins. Malden: Blackwell, 2001, pp. 374-406.</li> <li>12. Grimshaw, J. (1990) <i>Arguments Structure</i>, MIT Press, Cambridge, Mass.</li> <li>13. Haegeman, L. (2006). <i>Thinking Syntactically. A Guide to Argumentation and Analysis</i>. Oxford: Blackwell.</li> <li>14. Kayne, Richard. <i>The Antisymmetry of Syntax</i>. Cambridge MA: MIT Press, .1994</li> <li>15. Larson, R. (2010). <i>Grammar as Science</i>. Cambridge, MA: MIT Press.</li> <li>16. Lasnik, Howard. "A Selective History of Modern Binding Theory." In <i>Essays on Anaphora</i>. Edited by H. Lasnik. Dordrecht: Kluwer, 1989, pp. .37-1</li> <li>17. Lebeaux, David. <i>Where Does the Binding Theory Apply?</i> NEC Research Institute Technical Report, 1998. (.Excerpt: pp. 1-37)</li> <li>18. Perlmutter, David, and Paul Postal. "The 1-Advancement Exclusiveness Law." <i>Studies in Relational Grammar</i>. Vol. 2. Edited by D. Perlmutter, and S. Rosen. Chicago: University of Chicago Press, 1984, pp. 81-125.</li> <li>19. Radford, A. (1997). <i>Syntactic Theory and the Structure of English: A Minimalist Approach</i>. Cambridge: Cambridge University Press.</li> <li>20. Radford, A. (2004). <i>Minimalist Syntax. Exploring the structure of English</i>. Cambridge: Cambridge University Press</li> <li>21. Roberts, Ian. "Head Movement." <i>The Handbook of Contemporary Syntactic Theory</i>. pp. 113-147.</li> <li>22. Rosenberg and Selier, Turin (1990). <i>Generalized Verb Movement</i>.</li> </ol>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Saudi Digital Library</a></li> <li>2. <a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a></li> <li>3. <a href="https://www.bibme.org/">https://www.bibme.org/</a></li> <li>4. <a href="#">X-Bar</a></li> <li>5. <a href="https://linguistics.ucla.edu/people/hunter/ugrad-thesis/ling2680essay.pdf">https://linguistics.ucla.edu/people/hunter/ugrad-thesis/ling2680essay.pdf</a></li> <li>6. <a href="#">Government &amp; Binding</a></li> </ol>
<b>Other Learning Materials</b>	Other required readings will be posted on Blackboard website.

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Lecture rooms</li> <li>- Audio/Video Conferencing Rooms</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud Server- Microsoft Office 365 applications:</li> <li>- Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard and Cisco WebEx</li> <li>- Data show</li> <li>- AV</li> <li>- Projectors</li> <li>- Smart Boards</li> <li>- Speakers</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Effectiveness of Teaching	<ul style="list-style-type: none"> <li>• Students</li> <li>• Peer Reviewers</li> <li>• Faculty</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Curriculum Committee</li> <li>• Assessment Committee</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441

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## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Readings in Semantics
<b>Course Code:</b>	LNG 653
<b>Program:</b>	Master of Arts in Theoretical Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 2 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	LNG 601, LNG 602, LNG 603, LNG 604
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	16
4	Others (independent study, research, assignments, coursework)	48*
<b>Total</b>		<b>96</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course aims to provide students with a comprehensive view of the key concepts of linguistic semantics. Generally, it seeks to introduce the nature of meaning and the scope of semantic analysis. Also, it addresses the levels of semantic description focusing on lexical meaning and sentence meaning. It also sheds light on semantics pragmatics interface depicted through utterance meaning. Furthermore, the course introduces an overview of the current approaches to semantic analysis focusing on cognitive semantics.

### 2. Course Main Objective

The aim of this course is to provide students with an overview of topics central in semantics both from an empirical and a theoretical perspective.

### 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course students will be able to:</i>	
<b>1.1</b>	Define the main theories of semantics.	<b>K1</b>
<b>1.2</b>	Explain the concepts related to each level of semantic analysis.	<b>K2</b>
<b>1.3</b>	Recognize the multifaceted nature of meaning.	<b>K3</b>
<b>1.4</b>	Identify the research paradigms appropriate for semantic analysis.	<b>K4</b>
<b>2</b>	<b>Skills</b> <i>By the end of the course students will be able to:</i>	
<b>2.1</b>	Differentiate between the different approaches to semantic analysis.	<b>S1</b>
<b>2.2</b>	Choose the appropriate semantic approaches to conduct semantic analyses	<b>S2</b>
<b>2.3</b>	Develop original semantic research questions	<b>S3</b>
<b>2.4</b>	Design an experiment that involves the manipulation, and interpretation of collected data.	<b>S4</b>
<b>2.5</b>	Write clear, concise, supported and well-structured arguments using logical reasoning and critical views of others.	<b>S5</b>
<b>3</b>	<b>Values</b> <i>By the end of the course students will be able to:</i>	
<b>3.1</b>	Use linguistic (semantic related) data effectively in accord with the ethics of research	<b>V1</b>
<b>3.2</b>	Demonstrate active participation and collaboration in group work and discussions related to semantics	<b>V2</b>
<b>3.4</b>	Carry out study and research independently	<b>V4</b>

\* Program Learning Outcomes

### C. Course Content

No	List of Topics	Contact Hours
1	Semantics in Linguistics: Basic Assumptions	3
2	Semantics in Linguistics: Basic Assumptions (cont'd)	3
3	The Nature of Meaning: Approaches to Defining Meaning	3
4	Lexical Meaning	3
5	Lexical Relations	3
6	Componential Analysis	3
7	Lexical Universals	3
8	<b>Formative/Summative Midterm Exam</b>	3
9	Sentence Meaning	3
10	Thematic Roles	3
11	Formal Semantics	3
12	Utterance Meaning	3
13	Deixis and Inference	3
14	The Semantic Pragmatic Interface	3

15	Contemporary Approaches: Cognitive Semantics	3
16	<b>Final Exam</b>	3
<b>Total</b>		<b>48</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
<b>1.1</b>	Define the main theories of semantics.	-Concept Mapping - Lectures - Interactive teaching - Seminars - Tutorial -Workshop	-Assignments -Presentations -Problem solving exercises -Exams
<b>1.2</b>	Explain the concepts related to each level of semantic analysis.		
<b>1.3</b>	Recognize the multifaceted nature of meaning.		
<b>1.4</b>	Identify the research paradigms appropriate for semantic analysis.		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Differentiate between the different approaches to semantic analysis.	- Lectures -Problem-inquiry based learning - Interactive teaching - Seminars - Tutorial -Workshop	-Assignments -Presentations -Problem solving exercises -Exams -Research Papers
<b>2.2</b>	Choose the appropriate semantic approaches to conduct semantic analyses		
<b>2.3</b>	Develop original semantic research questions		
<b>2.4</b>	Design an experiment that involves the manipulation, and interpretation of collected data.		
<b>2.5</b>	Write clear, concise, supported and well-structured arguments using logical reasoning and critical views of others.		
<b>3.0</b>	<b>Values</b>		
<b>3.1</b>	Use linguistic (semantic related) data effectively in accord with the ethics of research	-Workshop -Interactive discussions -Student Seminar presentation -Group Work	-Research Papers -Assignments -Presentations
<b>3.2</b>	Demonstrate active participation and collaboration in group work and discussions related to semantics		
<b>3.3</b>	Carry out study and research independently		

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments	4 <sup>th</sup> – 9 <sup>th</sup> -13 <sup>th</sup>	5 %
2	Presentations	2 <sup>nd</sup> -8 <sup>th</sup> -14 <sup>th</sup>	5 %
3	Research Papers	6 <sup>th</sup> -11 <sup>th</sup> -15 <sup>th</sup>	30 %
4	Midterm Exam	7 <sup>th</sup>	20 %
5	Final Exam	16 <sup>th</sup>	40 %
<b>Total</b>			<b>100%</b>

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ol style="list-style-type: none"><li>1. Goddard, C. (2011). <i>Semantic analysis: A practical introduction</i>. Oxford University Press.</li><li>2. Riemer, N. (2010). <i>Introducing semantics</i>. Cambridge University Press.</li><li>3. Saeed, J. I. (2015). <i>Semantics</i>. Oxford: Blackwell Publishers.</li></ol>
<b>Essential Reference Materials</b>	<ol style="list-style-type: none"><li>1. Allwood, J. S., &amp; Gärdenfors, P. (Eds.). (1999). <i>Cognitive semantics: Meaning and cognition</i> (Vol. 55). John Benjamins Publishing.</li><li>2. Barbara Partee (2011), "Formal Semantics: Origins, Issues, Early Impact," <i>The Baltic International Yearbook of Cognition, Logic and Communication</i> 6: pp. 1-52.</li></ol>

	<ol style="list-style-type: none"> <li>3. Cruse, A. (2011). <i>Meaning in language: An introduction to semantics and pragmatics</i>. Oxford: Oxford University Press.</li> <li>4. de Swart, H. (1998). <i>Introduction to Natural Language Semantics</i>. CLSI Lecture Notes, Number 80. CLSI Publications: Stanford, California.</li> <li>5. H. Paul Grice (1975), "Logic and Conversation," in Peter Cole and Jerry L. Morgan (eds.), <i>Studies in Syntax and Semantics: Speech Acts</i> (New York: Academic Press), pp. 183-198</li> <li>6. Heusinger, K., Maienborn, C., &amp; Portner, P. (Eds.). (2019). <i>Semantics - Foundations, History and Methods</i>. Berlin: De Gruyter Mouton.</li> <li>7. Hurford, J.R. &amp; B. Heasley. (1983). <i>Semantics: A Coursebook</i>. Cambridge: Cambridge University Press.</li> <li>8. Larson, R. &amp; G. Segal. (1995). <i>Knowledge of Meaning. An Introduction to Semantic Theory</i>. Cambridge, MA: MIT Press.</li> <li>9. Lyons, J., &amp; John, L. (1995). <i>Linguistic semantics: An introduction</i>. Cambridge University Press.</li> <li>10. Maienborn, C., Heusinger, K., &amp; Portner, P. (Eds.). (2019). <i>Semantics - Theories</i>. Berlin, Boston: De Gruyter Mouton</li> <li>11. Manfred Krifka (2011), "Varieties of Semantic Evidence", in Claudia Maienborn, Paul H. Portner and Klaus von Heusinger (eds.), <i>Semantics: An International Handbook of Natural Language Meaning</i> (Berlin: De Gruyter), pp. 242-268.</li> <li>12. Murphy, M. L. (2003). <i>Semantic relations and the lexicon: Antonymy, synonymy and other paradigms</i>. Cambridge University Press.</li> <li>13. Portner, P. (2005). <i>What is Meaning? Fundamentals of Formal Semantics</i>. Oxford: Blackwell.</li> <li>14. Portner, P. (2005). <i>What is Meaning? Fundamentals of Formal Semantics</i>. Oxford: Blackwell.</li> <li>15. Ramchand, G., &amp; Reiss, C. (2007). <i>The Oxford handbook of linguistic interfaces</i>. Oxford University Press.</li> </ol>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Saudi Digital Library</a></li> <li>2. <a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a></li> <li>3. <a href="https://www.bibme.org/">https://www.bibme.org/</a></li> </ol>
<b>Other Learning Materials</b>	Other required readings will be posted on Blackboard website.

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Lecture rooms</li> <li>- Audio/Video Conferencing Rooms</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud Server- Microsoft Office 365 applications:</li> <li>- Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard and Cisco WebEx</li> <li>- Data show</li> </ul>

Item	Resources
	<ul style="list-style-type: none"> <li>- AV</li> <li>- Projectors</li> <li>- Smart Boards</li> <li>- Speakers</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>• Students</li> <li>• Peer Reviewers</li> <li>• Faculty</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Curriculum Committee</li> <li>• Assessment Committee</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441

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## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Readings in Pragmatics
<b>Course Code:</b>	LNG 654
<b>Program:</b>	Master of Arts in Theoretical Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 2 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	LNG 601, LNG 602, LNG 603, LNG 604
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	16
4	Others (independent study, research, assignments, coursework)	48*
<b>Total</b>		<b>96</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course aims to introduce students to the contextualized aspects of meaning. While semantics treats meaning as an abstract phenomenon independent of context, pragmatics aims to bridge the gap between the abstract nature of meaning in language and the functions of meaning in actual communication, considering the roles of the participants and other external aspects of context. This course will address key topics in the study of pragmatics, including defining the field, the scope of pragmatics, speech act, implicatures, presuppositions, deixis, reference, and conversational structure.

### 2. Course Main Objective

The main objective of this course is for students to gain a deep understanding of the basic topics in the study of Pragmatics. In more detail the course aims to enable students to:

- Develop an understanding of the relationship between meaning and context.
- Identify the different ways in which context contributes to the interpretation of meaning.
- Collect and analyze authentic linguistic data to investigate the interplay between context and meaning.

### 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course students will be able to:</i>	
<b>1.1</b>	Define the key concepts in Pragmatics.	<b>K1</b>
<b>1.2</b>	Describe the ways in which meaning is governed by context.	<b>K2</b>
<b>1.3</b>	Identify patterns of pragmatic aspects of language in use.	<b>K3</b>
<b>1.4</b>	Recognize the appropriate approaches to interpret meaning in context.	<b>K4</b>
<b>2</b>	<b>Skills</b> <i>By the end of the course students will be able to:</i>	
<b>2.1</b>	Formulate hypotheses about pragmatic research problems.	<b>S1</b>
<b>2.2</b>	Interpret linguistic data from a pragmatic point of view.	<b>S2</b>
<b>2.3</b>	Apply the theories and principles of pragmatic analysis to answer specific research problems.	<b>S3</b>
<b>2.4</b>	Design an experiment that involves the collection and interpretation of pragmatic aspects.	<b>S4</b>
<b>3</b>	<b>Values</b> <i>By the end of the course students will be able to:</i>	
<b>3.1</b>	Carry out research in pragmatics that adheres to academic ethical principles.	<b>V1</b>
<b>3.2</b>	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, and research proficiencies.	<b>V2</b>
<b>3.3</b>	Show individual responsibility through managing study time, course work and meeting deadlines.	<b>V3</b>
<b>3.4</b>	Show an ability to work independently and proactively in all course tasks.	<b>V4</b>

\* Program Learning Outcomes

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction: Defining Pragmatics, the Scope of Pragmatics, Fundamentals of Meaning	3
2	Introduction ( <i>cont'd</i> )	3
3	Implicature	3
4	Implicature ( <i>cont'd</i> )	3
5	Reference and Anaphora	3
6	Presuppositions and Entailments	3
7	Presuppositions and Entailments ( <i>cont'd</i> )	3
8	<b>Formative/Summative Midterm Exam</b>	3
9	Diexis	3
10	Diexis ( <i>cont'd</i> )	3
11	Speech Acts	3
12	Speech Acts ( <i>cont'd</i> )	3
13	Seminar Presentations	3
14	Conversation Analysis	3
15	Conversation Analysis ( <i>cont'd</i> )	3
16	<b>Final Exam</b>	3
<b>Total</b>		<b>48</b>

## 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 and Understanding		
1.1	Define the key concepts in Pragmatics.	<ul style="list-style-type: none"><li>- Lectures</li><li>- Group Discussion</li><li>- Concept-Mapping</li><li>- Presentations</li></ul>	<ul style="list-style-type: none"><li>- Assignments</li><li>- Summarizing Literature</li><li>- Exams</li><li>- Presentations</li></ul>
1.2	Describe the ways in which meaning is governed by context.		
1.3	Identify patterns of pragmatic aspects of language in use.		
1.4	Recognize the appropriate approaches to interpret meaning in context.		
2.0	Skills		
2.1	Interpret linguistic data from a pragmatic point of view	<ul style="list-style-type: none"><li>- Lectures</li><li>- Group Discussion</li><li>- Problem solving</li><li>- Online Seminars</li><li>- Tutorials</li><li>- Field Work</li></ul>	<ul style="list-style-type: none"><li>- Assignments</li><li>- Research papers</li></ul>
2.2	Form hypotheses about pragmatic research problems		
2.3	Apply the theories and principles of pragmatic analysis to answer specific research problems.		
2.4	Apply the theories and principles of pragmatic analysis to answer specific research problems.		
3.0	Values		
3.1	Carry out research in pragmatics that adheres to academic ethical principles.	<ul style="list-style-type: none"><li>- Online Seminars</li><li>- Collaborative tasks</li></ul>	<ul style="list-style-type: none"><li>- Research Papers</li><li>- Group Projects</li><li>- Assignments</li><li>- Presentations</li></ul>
3.2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, and research proficiencies.		
3.3	Show individual responsibility through managing study time, course work and meeting deadlines.		
3.4	Show an ability to work independently and proactively in all course tasks.		

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments	4 <sup>th</sup> – 9 <sup>th</sup> -12 <sup>th</sup>	5 %
2	Presentations	2 <sup>nd</sup> -8 <sup>th</sup> -14 <sup>th</sup>	5 %
3	Research Papers	5 <sup>th</sup> -13 <sup>th</sup> -15 <sup>th</sup>	30 %
4	Midterm Exam	7 <sup>th</sup>	20 %
5	Final Exam	16 <sup>th</sup>	40 %
	<b>Total</b>		<b>100%</b>

\*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:

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ol style="list-style-type: none"><li>1. Huang, Y., (2015). <i>Pragmatics</i>. Oxford: Oxford University Press.</li><li>2. Birner, B. J. (2013). <i>Introduction to pragmatics</i> (Vol. 38). Malden: John Wiley &amp; Sons.</li><li>3. Mey, J. (2002). <i>Pragmatics: An Introduction</i>. Oxford: Blackwell publishing.</li></ol>
<b>Essential Reference Materials</b>	<ol style="list-style-type: none"><li>1. Allan, K., &amp; Jaszczolt, K. M. (Eds.). (2012). <i>The Cambridge handbook of pragmatics</i>. Cambridge: Cambridge University Press.</li><li>2. Barron, A., Gu, Y., &amp; Steen, G. (Eds.). (2020). <i>The Routledge handbook of pragmatics</i>. New York: Routledge</li><li>3. Beaver, David &amp; Bart Geurts (2014) <i>Presupposition</i>. In <i>Stanford Encyclopedia of Philosophy</i>. <a href="http://plato.stanford.edu/entries/presupposition/">http://plato.stanford.edu/entries/presupposition/</a></li></ol>



4. Camp, Elisabeth (2014) *The semantics of slurs: A dual speech-act analysis*. Ms., Rutgers University.
5. Diani, G. (2004). The discourse functions of I don't know in English conversation. In K. Aijmer & A.-B. Stenström (Eds.), *Discourse patterns in spoken and written corpora* (pp. 157-172). Amsterdam & Philadelphia: John Benjamins.
6. Eisenstein, M., & Bodman, J. W. (1993). Expressing gratitude in American English. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage pragmatics* (pp. 64-81). New York: Oxford University Press.
7. Geurts, Bart & David Beaver (2011) Discourse Representation Theory. *Stanford Encyclopedia of Philosophy*.
8. Gilquin, G. (2008). Hesitation markers among EFL learners: Pragmatic deficiency or difference? In J. Romero-Trillo (Ed.), *Pragmatics and corpus linguistics: A mutualistic entente* (pp. 119-149). Berlin: Mouton de Gruyter.
9. Grice, H. P. (1989). Logic and conversation. In H. P. Grice (Ed.), *Studies in the way of words* (pp. 22-57). Cambridge, MA: Harvard University Press.
10. Horn, Laurence R. (2004) Implicature. In Horn & Ward (eds.) *The Handbook of Pragmatics*. Blackwell.
11. Jaszczolt, K. M. (2010). Semantics-pragmatics interface. In L. Cummings (Ed.), *The pragmatics encyclopedia* (pp. 428-432). Abingdon, UK & New York: Routledge.
12. Jucker, A. H. (2009). Speech act research between armchair, field and laboratory: The case of compliments. *Journal of Pragmatics*, 41(8), 1611-1635.
13. Kadmon, Nirit (2001) *Formal Pragmatics*. Malden, MA: Blackwell.
14. Kasper, G. (2008). Data collection in pragmatics research. In H. Spencer-Oatey (Ed.), *Culturally speaking: Culture, communication and politeness theory* (2nd ed., pp. 279-303). London: Continuum.
15. Leech, G. N. (1981). *Semantics: The study of meaning* (2nd ed.). Harmondsworth, UK: Penguin. Chapter 16 'Semantics and Pragmatics.'
16. Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
17. Manes, J., & Wolfson, N. (1981). The compliment formula. In F. Coulmas (Ed.), *Conversational routine* (pp. 115-132). The Hague: Mouton.
18. Mennen, I. (2007). Phonological and phonetic influences in non-native intonation. In J. Trouvain & U. Gut (Eds.), *Non-native prosody: Phonetic description and teaching practice* (pp. 53-76). Berlin: Mouton De Gruyter.
19. Nerlich, B. (2010). History of pragmatics. In L. Cummings (Ed.), *The pragmatics encyclopedia* (pp. 192-195). Abingdon, UK & New York: Routledge.
20. Roberts, Craige (2004) *Context in dynamic interpretation*. In Laurence Horn and Gregory Ward (eds.) *Handbook of Contemporary Pragmatic Theory*, Blackwell, 197-220.

	<p>21. Rühlemann, C. (2007). <i>Conversation in context: A corpus-driven approach</i>. London: Continuum. Chapter 6 ‘Discourse Management Phenomena.’</p> <p>22. Stalnaker, R. (1974). Pragmatic presuppositions. In M. K. Munitz &amp; P. K. Unger (Eds.), <i>Semantics and philosophy</i> (pp. 197-214). New York: New York University Press.</p> <p>23. Wichmann, A. (2004). The intonation of please-requests: A corpus-based study. <i>Journal of Pragmatics</i>, 36(9), 1521-1549. doi: 10.1016/j.pragma.2004.03.003</p> <p>24. Wilson, D. (2010). Relevance theory. In L. Cummings (Ed.), <i>The pragmatics encyclopedia</i> (pp. 393-399). Abingdon, UK &amp; New York: Routledge.</p> <p>25. Harris, S. (1995). Pragmatics and power. <i>Journal of Pragmatics</i>, 23(2), 117-135. doi: 10.1016/0378-2166(94)00008-3</p> <p>26. Haworth, K. (2006). The dynamics of power and resistance in police interview discourse. <i>Discourse &amp; Society</i>, 17(6), 739–759.</p>
<b>Electronic Materials</b>	<p>1. <a href="#">Saudi Digital Library</a></p> <p>2. <a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a></p> <p><a href="https://www.bibme.org/">https://www.bibme.org/</a></p>
<b>Other Learning Materials</b>	

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Lecture rooms</li> <li>- Audio/Video Conferencing Rooms</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud Server- Microsoft Office 365 applications:</li> <li>- Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard and Cisco WebEx</li> <li>- Data show</li> <li>- AV</li> <li>- Projectors</li> <li>- Smart Boards</li> <li>Speakers</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>Students</li> <li>Peer Reviewers</li> <li>Faculty</li> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Curriculum Committee</li> <li>Assessment Committee</li> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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	College Council
Reference No.	Minutes (22)
Date	19/8/1441



## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Theories of Language Learning and Teaching
<b>Course Code:</b>	LNG 656
<b>Program:</b>	Master of Arts in Applied Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 2 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	
LNG 601, LNG 602, LNG 603, LNG 604	
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	16
4	Others (assignments, self-study, presentations, exams, reports):	48*
<b>Total</b>		<b>96</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course provides a sequence of readings and learning experiences to introduce a broad range of theories that inform and underpin second language teaching and learning in the classroom. Critical reviews and practical applications of these theories of second language learning will assist students to design classroom learning experiences, develop a classroom learning community, and assess progress towards the expected student learning outcomes. The course will cover the primary theories and perspectives related to second language learning including behavioral, developmental, cognitive, social cognitive, sociocultural, and constructivist learning theories. In addition, the course will examine how these different theories address student assessment, motivation, self-regulation, and classroom management.

## 2. Course Main Objective

The main objective of this course is for students to have theoretical knowledge of language teaching and learning processes necessary to engage in meaningful application in second language learning pedagogy courses. In detail the course will enable students to:

1. Be familiar with the antecedents and basic tenets of the language learning theories developed by scholars and employed by practitioners, and which are reflected in textbooks and other instructional materials for English language teaching.
2. Provide a developmental sequence grounded in a sociocultural pedagogy.
3. Progress from academic knowledge of theoretical perspectives on language learning, to recognition, and then application.
4. Apply problem solving skills in the English language classroom.

## 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course students will be able to:</i>	
1.1	Recognize theoretical perspectives on language learning	K1
1.2	Classify various theories of foreign language learning and teaching	K2
1.3	Discuss aspects of learning theory	K3
1.4	Illustrate language learning via theoretical perspectives	K4
<b>2</b>	<b>Skills</b> <i>By the end of the course students will be able to:</i>	
2.1	Dissect different linguistic phenomena in a teaching context	S1
2.2	Design a lesson plan utilizing two different theoretical perspectives	S2
2.3	Generate effective instruction, motivational and assessment practices	S2
2.4	Analyze a teaching context	S3
2.5	Apply problem solving skills in the English language classroom.	S4
<b>3</b>	<b>Values</b> <i>By the end of the course students will be able to:</i>	
3.1	Conduct research in accord with the ethical standards and best practices of the discipline.	V1
3.2	Interact actively in group discussions, sharing knowledge and experiences related to language teaching.	V2
3.3	Exercise individual initiative and responsibility to complete assignments and meet deadlines in both the academic and practical spheres.	V3
3.4	Demonstrate resourcefulness and intellectual independence in practical teaching situations.	V4

\* Program Learning Outcomes



## C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Learning Theories, Objectives, Activities	3
2	Historical Overview of Second Language Learning Research	3
3	Behavioral Theories	3
4	Language Development	3
5	Universal Grammar approach to SLA	3
6	Workshop / Tutorial	3
7	Cognitive Theories	3
8	<b>Formative/Summative Midterm Exam</b>	3
9	Constructivism	3
10	Sociocultural Theory	3
11	Interaction in Second Language Learning	3
12	Student Seminar presentation	3
13	Social dimensions of language learning	3
14	Motivation and Individual differences	3
15	Workshop / Tutorial	3
16	<b>Final Exam</b>	3
<b>Total</b>		<b>48</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
<b>1.1</b>	Recognize theoretical perspectives on language learning	-Lectures (audiovisual media, PowerPoint) - class discussions - Seminars - Tutorial -Workshop	-Assessment Rubrics -An extended essay on given theoretical topics -Assignments -final exam
<b>1.2</b>	Classify various theories of foreign language learning and teaching		
<b>1.3</b>	Discuss aspects of learning theory		
<b>1.4</b>	Illustrate language learning via theoretical perspectives		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Dissect different linguistic phenomena in a teaching context	-Class discussions -Seminars - Fieldwork Tutorial -Workshop -class discussions seminars, fieldwork	-Problem solving tasks -Lesson plan design - Evaluation forms (instruction methods, motivational and assessment practices, and a teaching context task) - Assignments -final exam
<b>2.2</b>	Design a lesson plan utilizing two different theoretical perspectives		
<b>2.3</b>	Generate effective instruction, motivational and assessment practices		
<b>2.4</b>	Analyze a teaching context		
<b>2.5</b>	Apply problem solving skills in the English language classroom.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.0	Values		
3.1	Conduct research in accord with the ethical standards and best practices of the discipline.	- class discussions -Seminars -Students Presentations - Group discussions -Seminars -Students Presentations	-Research paper -Group Assignments -Observation -Reflection report -Evaluation forms
3.2	Interact actively in group discussions, sharing knowledge and experiences related to language teaching.		
3.3	Exercise individual initiative and responsibility to complete assignments and meet deadlines in both the academic and practical spheres.		
3.4	Demonstrate resourcefulness and intellectual independence in practical teaching situations.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments	4,6,8	15%
2	Teaching video analysis	10	15%
3	Quizzes	5 & 11	10%
4	Term paper	12	20%
5	Final exam	16	40%
	<b>Total</b>		<b>100%</b>

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
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other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.

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6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ol style="list-style-type: none"> <li>1. Brown, H. Douglas, (2000) <i>Principles of Language Learning and Teaching</i>, 4th ed. San Francisco State University.</li> <li>2. Lightbown, P. &amp; Spada, N. (2013). <i>How languages are learned</i> (4th edition). Oxford, UK: Oxford University Press.</li> <li>3. Mitchell, R., Myles, F., &amp; Marsden, E. (2013). <i>Second language learning theories</i> (3rd edition). New York: Routledge.</li> </ol>
<b>Essential Reference Materials</b>	<ol style="list-style-type: none"> <li>1. Block, D. (2003). Chapter 2: A short history of second language acquisition. In <i>The social turn in second language acquisition</i> (pp. 8-31). Washington, DC: Georgetown University Press.</li> <li>2. Borja, L. A, Soto, S. T &amp; Sanchez, T. X. (2015). Differentiating Instruction for EFL Learners. <i>International Journal of Humanities and Social Science</i> 5: 8 (1),30 – 36.</li> <li>3. Bown, J. (2009). Self-regulatory strategies and agency in self-instructed language learning: A situated view. <i>Modern Language Journal</i> 93(4), 570-583.</li> <li>4. Dembo, M. H. &amp; Eaton, M. J. (2000). Self-regulation of academic learning in middle-level schools. <i>The Elementary School Journal</i>, 100(5), 473-490.</li> <li>5. -Hoff, E. (2014) Chapter 11 - Language Development in Special Populations (pp. 329 – 357). In <i>Language Development</i> (5<sup>th</sup> edition). Belmont, CA: Wadsworth.</li> <li>6. McKay, P. (2005). Research into the assessment of school-age language learners. <i>Annual Review of Applied Linguistics</i>, 25, 243-263.</li> <li>7. Norton, B. and Gao, Y. (2008). Identity, investment, and Chinese learners of English. <i>Journal of Asian Pacific Communication</i> 18 (1), 109-120.</li> <li>8. Ormrod, J. (2011). <i>Educational psychology: Developing learners</i>. 7th edition. Boston: Pearson</li> <li>9. Ortega, L. (2013) <i>Understanding second language acquisition</i>. New York: Routledge.</li> <li>10. Schumann, J. (2013). A unified perspective of first and second language acquisition. In A. Joaquin &amp; J. Schumann, (eds.). <i>Exploring the interactional instinct</i>, (pp. 1-14). New York: Oxford Univ. Press.</li> <li>11. Simina, V. &amp; Hamel, M. (2005). CASLA through a social constructivist perspective: Web Quest in project-driven language learning. <i>ReCALL</i>, 17(2), 217-228.</li> <li>12. Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. <i>The International Journal of Bilingual Education and Bilingualism</i>, 9(2), 159-180.</li> <li>13. Zuengler, J., &amp; Miller, E. R. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? <i>TESOL Quarterly</i>, 40(1), 35-58.</li> </ol>

<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Saudi Digital Library</a></li> <li>2. <a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a></li> <li>3. <a href="https://www.bibme.org/">https://www.bibme.org/</a></li> </ol> <p>Other required readings will be posted on Blackboard website.</p>
<b>Other Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Ellis, Rod (1994), <i>Understanding Second Language Acquisition</i>, OUP</li> <li>2. Gass, Susan &amp; Larry Selinker (2003): <i>Second Language Acquisition: An Introductory Course</i> (2nd Edition). Lawrence Erlbaum.</li> <li>3. Graves, K 1996 Teachers as Course Developers. New York, Cambridge University Press.</li> <li>4. Hamer, J. (2001). The Practice of English Language Teaching .3<sup>rd</sup>. Edition. New York, Longman.</li> <li>5. Ingram D. F. (1989) <i>First Language Acquisition</i>, Method, Description and Explanation, CUP</li> <li>6. Krashen, S. (1981). <i>Second language learning and second language acquisition</i>, Oxford: Pergamon</li> <li>7. Richards, J. and T. Rodgers. (2001). Approaches and Methods in Language Teaching .2<sup>nd</sup>. Edition. New York, Cambridge University Press.</li> <li>8. Roeper, T. (2007). <i>The Prism of Grammar</i>, How Child Language Illuminates Humanism, MIT Press</li> <li>9. Roger B. (1973). <i>A First Language, The Early Stages</i>, HUP</li> <li>10. Tomasello, Michael (2005) <i>Constructing a Language</i>, A Usage-Based Theory of Language Acquisition, HUP</li> <li>11. White, L (2003) <i>Second Language Acquisition and Universal Grammar</i>, Cambridge, Cambridge University Press</li> </ol>

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Lecture rooms</li> <li>- Audio/Video Conferencing Rooms</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud Server- Microsoft Office 365 applications:</li> <li>- Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard and Cisco WebEx</li> <li>- Data show</li> <li>- AV</li> <li>- Projectors</li> <li>- Smart Boards</li> <li>- Speakers</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>Students</li> <li>Peer Reviewers</li> <li>Faculty</li> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Curriculum Committee</li> <li>Assessment Committee</li> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441

غدير امين مالكي

اعتماد  
NCAAA

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## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Teaching English as a Foreign Language (TEFL)
<b>Course Code:</b>	LNG 657
<b>Program:</b>	Master of Arts in Applied Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University



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غدير امين مالكي



## A. Course Identification

<b>1. Credit hours</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 2 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	
LNG 601, LNG 602, LNG 603, LNG 604	
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	16
4	Others: (assignments, self-study, presentations, exams, reports):	48*
<b>Total</b>		<b>96</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is designed for graduate students in linguistics program. The course explores the multi-dimensions of teaching in schools' context where the teaching of English as a foreign language occurs. The course will prompt the students to be engaged in a range of theoretical, pedagogical, and reflective activities that will enable them to understand their own beliefs and knowledge about language learning and language teaching to become aware of the impact of such knowledge and views on their classroom practices. Furthermore, the students in this course are expected to recognize interpretative processes involved in language teaching to reflect on instructional perspective and learn areas that may require additional instructional material.

## 2. Course Main Objective

The main objective of this course is for students to have a working knowledge of the main concepts, theories and methods of TEFL then practically apply this knowledge in teaching all the English language skills efficiently.

## 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course students will be able to:</i>	
1.1	Identify theories and main concepts of TEFL.	K1
1.2	Recognize the application of the methodologies for teaching language skills (listening, reading, speaking and writing).	K2
1.3	Illustrate a wide range of current instruction techniques, tools, and practices used in TEFL classroom instruction from students of various proficiency levels and various skills or skill combination.	K3
1.4	Discuss established and current research practices concerning TEFL methodology	K4
<b>2</b>	<b>Skills</b> <i>By the end of the course students will be able to:</i>	
2.1	Employ different English language materials which are cohesive and appropriate for context in a classroom, online or in a blended learning situation.	S1
2.2	Evaluate different learners' needs to select effective teaching and assessment techniques.	S2
2.3	Apply English language teaching methods effectively in all aspects of language skills: speaking, listening, reading and writing.	S3
2.4	Analyze data, texts, theories and arguments in order to construct valid arguments that are particularly relevant to second language acquisition in classroom settings.	S4, S5
2.5	Design a context appropriate course, set of learning materials and evaluation procedures for an identified group of learners and demonstrate practical consideration of how this course can be implemented.	S5
<b>3</b>	<b>Values</b> <i>By the end of the course students will be able to:</i>	
3.1	Conduct research in accord with the ethical standards and best practices of the discipline.	V1
3.2	Interact actively in group discussions, sharing knowledge and experiences related to language teaching.	V2
3.3	Exercise individual initiative and responsibility to complete assignments and meet deadlines in both the academic and practical spheres.	V3
3.4	Demonstrate self-direction and originality in tackling and solving problems in practical teaching situations.	V4

\* Program Learning Outcomes

## C. Course Content

No	List of Topics	Contact Hours
1	General introduction to TEFL	3
2	Theoretical background, concepts and approaches in TEFL	3
3	Lesson plan	3
4	Materials Seminar	3
5	Classroom discipline	3
6	Teaching ethics	3
7	Tutorial or workshop	3
8	<b>Formative/Summative Midterm Exam</b>	3
9	Teaching language skills (listening, speaking, reading and writing)	3
10	Communicative Language Teaching Skills	3
11	Teaching grammar	3
12	Teaching vocabulary	3
13	Evaluation and Testing	3
14	Teaching Practice	3
15	Teaching Practice	3
16	<b>Final Exam</b>	3
<b>Total</b>		<b>48</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
<b>1.1</b>	Identify theories and main concepts of TEFL.	<ul style="list-style-type: none"> <li>- Lecturing</li> <li>- Micro- and macro teaching</li> <li>- Class discussion</li> <li>- Task-based sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson Observation Journal</li> <li>- Assignments</li> <li>- Teaching Practice</li> <li>- Term paper</li> <li>- Exam</li> </ul>
<b>1.2</b>	Recognize the application of the methodologies for teaching language skills (listening, reading, speaking and writing).		
<b>1.3</b>	Illustrate a wide range of current instruction techniques, tools, and practices used in TEFL classroom instruction from students of various proficiency levels and various skills or skill combination.		
<b>1.4</b>	Discuss current practices in research concerning TEFL methodology		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Employ different English language materials which are cohesive and appropriate for context in a classroom, online or in a blended learning situation.	<ul style="list-style-type: none"> <li>- Micro- and macro teaching</li> <li>- Class discussion</li> <li>- Task-based sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson Observation Journal</li> <li>- Assignments</li> <li>- Teaching Practice</li> <li>- Term paper</li> <li>- Exam</li> </ul>
<b>2.2</b>	Evaluate different learners' needs to select effective teaching and assessment techniques.		
<b>2.3</b>	Apply English language teaching methods effectively in all aspects of language skills: speaking, listening, reading and writing.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.4	Analyze data, texts, theories and arguments in order to construct valid arguments that are particularly relevant to second language acquisition in classroom settings.		
2.5	Design a context appropriate course, set of learning materials and evaluation procedures for an identified group of learners and demonstrate practical consideration of how this course can be implemented.		
3.0	<b>Values</b>		
3.1	Conduct research in accord with the ethical standards and best practices of the discipline.	<ul style="list-style-type: none"><li>- Class discussion</li><li>- Seminars</li><li>- Students presentations</li><li>- Practical sessions</li></ul>	<ul style="list-style-type: none"><li>- Research paper</li><li>- Group assignments</li><li>- Observation</li><li>- Teaching practice</li></ul>
3.2	Interact actively in group discussions, sharing knowledge and experiences related to language teaching.		
3.3	Exercise individual initiative and responsibility to complete assignments and meet deadlines in both the academic and practical spheres.		
3.4	Demonstrate self-direction and originality in tackling and solving problems in practical teaching situations.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Teaching Practice	13,14	20%
2	Assignments	5,7	10%
3	Lesson Observation Journal	11	10%
4	Midterm Exam or Term Paper	8	20%
5	Final Exam	16	40%
	<b>Total</b>		<b>100%</b>

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.

4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The *Special Needs Unit* in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Catherine Wrangham (1994). An introduction to TEFL: language and learning awareness. National Extension College
<b>Essential Reference Materials</b>	<ol style="list-style-type: none"> <li>1. Marianne, C. Murcia, Donna, M. Briton, Marguerite A, Snow, David Bohlke (2014). Teaching English as a Second or Foreign Language, National Geographic Learning.</li> <li>2. Carola Surkamp, Britta Viebrock. (2018). Teaching English as a Foreign Language, J.B. Metxler</li> <li>3. Peter Watkins (2005) Learning to Teach English: A Practical Introduction for New Teachers. Delta</li> <li>4. Cross, David (1992) A Practical Handbook of Language Teaching. Prentice Hall International: Herts.</li> <li>5. Harmer, Jeremy (2001) The Practice of English Teaching. Longman: Essex.</li> <li>6. Harmer, Jeremy (1998) How to Teach English. Longman: Essex.</li> <li>7. Larsen-Freeman, D. (2002) Techniques &amp; Principles in Language Teaching. (2nd edition). OUP.</li> <li>8. Nunan, David (1991) Language Teaching Methodology. Prentice Hall: New York.</li> </ol>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Saudi Digital Library</a></li> <li>2. <a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a></li> <li>3. <a href="https://www.bibme.org/">https://www.bibme.org/</a></li> </ol> <p>Other required readings will be posted on Blackboard website.</p>
<b>Other Learning Materials</b>	Other required readings will be posted on Blackboard website.

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Lecture rooms</li> <li>- Audio/Video Conferencing Rooms</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud Server- Microsoft Office 365 applications:</li> <li>- Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard and Cisco WebEx</li> <li>- Data show</li> <li>- AV</li> <li>- Projectors</li> <li>- Smart Boards</li> <li>- Speakers</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>• Students</li> <li>• Peer Reviewers</li> <li>• Faculty</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Curriculum Committee</li> <li>• Assessment Committee</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441



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## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Technology in English Language Teaching
<b>Course Code:</b>	LNG 658
<b>Program:</b>	Master of Arts in Applied Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University



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<b>H. Specification Approval Data.....</b>	<b>8</b>

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## A. Course Identification

<b>1. Credit hours</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered</b>	Level 2 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	
LNG 601, LNG 602, LNG 603, LNG 604	
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	16
3	Seminars	-
4	Others (assignments, study, presentations, exams, reports):	48
<b>Total</b>		<b>96</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is part of the applied linguistics program and is designed for students to acquire and maintain basic knowledge and skills in technology for professional purposes. It will help graduate students integrate pedagogical knowledge and skills with technology to enhance language learning and teaching. The course introduces design and research of Technology-Mediated Language Learning by using computer and multimedia technologies to support materials of development for teaching and learning English as a foreign language, including the applications of technology in theory and research in linguistics and language teaching.

### 2. Course Main Objective

The main objective of this course is for students to use pedagogical technology tools effectively and be able to integrate these tools into their own English language teaching.

### 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course students will be able to:</i>	
<b>1.1</b>	Describe the theoretical aspects of using technology to promote English language teaching.	<b>K1</b>
<b>1.2</b>	Recognize different technical terminologies, particularly in the area of teaching and learning.	<b>K2</b>
<b>1.3</b>	Discuss instructional design principles to develop technological resources.	<b>K2</b>
<b>1.4</b>	Identify the appropriate theoretical aspects to develop technological resources for language teaching and learning.	<b>K4</b>
<b>2</b>	<b>Skills</b> <i>By the end of the course students will be able to:</i>	
<b>2.1</b>	Use different technologies that can be used to support teaching in different situations.	<b>S1</b>
<b>2.2</b>	Evaluate the context of a teaching/learning environment from a technological perspective.	<b>S2</b>
<b>2.3</b>	Design multimedia language learning courseware.	<b>S3</b>
<b>2.4</b>	Apply technology in the classroom to improve language acquisition	<b>S4</b>
<b>2.5</b>	Create an instructional design in light of the teaching/learning environment.	<b>S5</b>
<b>3</b>	<b>Values</b> <i>By the end of the course students will be able to:</i>	
<b>3.1</b>	Conduct research in accord with the ethical standards and best practices of the discipline.	<b>V1</b>
<b>3.2</b>	Interact actively in group discussions, sharing knowledge and experiences related to technological applications and language teaching.	<b>V2</b>
<b>3.3</b>	Exercise individual initiative and responsibility to complete assignments and meet deadlines in both the academic and practical spheres.	<b>V3</b>
<b>3.4</b>	Demonstrate self-direction and originality in tackling and solving problems in practical teaching situations.	<b>V4</b>

\* Program Learning Outcomes

### C. Course Content

No	List of Topics	Contact Hours
1	General Introduction to Technology in Teaching English Language	3
2	Computer and Internet Technical Terms	3
3	Internet Navigation Skills	3
4	Workshop	3
5	Using Computers in English Language Teaching	3
6	Reasons of Using Technology in English Language Teaching	3
7	<b>Formative/Summative Midterm Exam</b>	3
8	Teachers' Barriers to the Use of Technology in Teaching	3
9	Principles of technology Use in Educational Settings	3
10	Designing a Website Using a Simple Web Design Software	3
11	Tutorial	3
12	Course Management Systems (Model) and Wiki-based Portfolios (Practical)	3
13	Practical Application	3

14	Online Assessment	3
15	Online Reference Tools and E-Learning	3
16	<b>Final Exam</b>	3
<b>Total</b>		<b>48</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
<b>1.1</b>	Describe the theoretical aspects of using technology to promote English language teaching.	-Lectures - Class discussion -Seminars Task based sessions -Students presentations	- Assignments - seminar presentation - Term Paper - Final exam
<b>1.2</b>	Recognize different technical terminologies, particularly in the area of teaching and learning.		
<b>1.3</b>	Discuss instructional design principles to develop technological resources.		
<b>1.4</b>	Identify the appropriate theoretical aspects to develop technological resources for language teaching and learning.		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Use different technologies that can be used to support teaching in different situations.	-Seminars - presentations -Tutorial -workshop	-assignments -Individual presentation -seminar presentation -Research paper -multimedia lesson
<b>2.2</b>	Evaluate the context of a teaching/learning environment from a technological perspective.		
<b>2.3</b>	Design multimedia language learning courseware.		
<b>2.4</b>	Apply technology in the classroom to improve language acquisition		
<b>2.5</b>	Create an instructional design in light of the teaching/learning environment.		
<b>3.0</b>	<b>Values</b>		
<b>3.1</b>	Conduct research in accord with the ethical standards and best practices of the discipline.	-Group discussions -Seminars -Students Presentations -workshop	-Research paper -Group assignments -Observation -Evaluation forms
<b>3.2</b>	Interact actively in group discussions, sharing knowledge and experiences related to technological applications and language teaching.		
<b>3.3</b>	Exercise individual initiative and responsibility to complete assignments and meet deadlines in both the academic and practical spheres.		
<b>3.4</b>	Demonstrate self-direction and originality in tackling and solving problems in practical teaching situations.		

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Individual presentations	13,14	10%
2	Assignments	5,6	10%
3	Research paper	11	20%
4	Laboratory presentations	12	20%
5	Final Exam	16	40%
<b>Total</b>			<b>100%</b>

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ol style="list-style-type: none"><li>1. Ducate, Lara and Arnold, Nike (Eds.) (2011). <i>Present and Future Promises of CALL: From Theory and Research to New Directions in Language Teaching</i>. CALICO: St. Marcos, TX.</li><li>2. Lever-Duffy, J &amp; McDonald, J. B. (2015). <i>Teaching and learning with technology</i>, Enhanced Pearson eText with loose-leaf version Access card package. (5th ed.). NY: Pearson.</li></ol>
<b>Essential Reference Materials</b>	<ol style="list-style-type: none"><li>1. Brinton, D.M. (2001). <i>The use of media in language teaching</i>. In <i>Teaching English as a second or foreign language</i>. 3rd Ed. (Ed.) (Celce-Murcia). Singapore etc.: Heinle &amp; Heinle</li><li>2. Dudeney, G and Hockly, N.(2008) <i>How to Teach English with Technology</i>. England: Pearson.</li></ol>

	<ol style="list-style-type: none"> <li>Erben, T. Ban and Castaneda, M. (2009). Teaching Language Learners through Technology. New York: Routledge.</li> <li>Erden, T and Srieve, I. (2008). CALLing All Foreign Language teachers: Computer-Assisted Language Learning in the Classroom. Larchmont, NY: Eye on Education.</li> <li>Levy, Michael. (1997). Computer Assisted Language Learning: Context and Conceptualization. Oxford University Press.</li> <li>Nunan, D. (2004). Designing Tasks for the Communicative Classroom. Cambridge: CUP.</li> <li>Romiszowski, A.J. (1981). Designing Instructional Systems. London: Kogan Page.</li> <li>*Teeler, D. (2000). How to Use the Internet in ELT. Essex: Longman.</li> <li>Warschauer, Mark and Richard Kern, (eds).(2000). Network-based Language Teaching: Concepts and Practice. Cambridge: Cambridge University Press.</li> <li>Wiske, M.S., Franz, K.R., &amp; Breit, L. (2005). Teaching for understanding with technology. San Francisco: Jossey-Bass Inc.</li> </ol>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li><a href="#">Saudi Digital Library</a></li> <li><a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a></li> <li><a href="https://www.bibme.org/">https://www.bibme.org/</a></li> </ol> <p>- Other required readings will be posted on Blackboard website.</p>
<b>Other Learning Materials</b>	<p>- Other required readings will be posted on Blackboard website.</p>

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Lecture rooms</li> <li>- Audio/Video Conferencing Rooms</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud Server- Microsoft Office 365 applications:</li> <li>- Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard and Cisco WebEx</li> <li>- Data show</li> <li>- AV</li> <li>- Projectors</li> <li>- Smart Boards</li> <li>- Speakers</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	-None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>Students</li> <li>Peer Reviewers</li> <li>Faculty</li> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Curriculum Committee</li> <li>Assessment Committee</li> <li>External Reviewers</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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	College Council
Reference No.	Minutes (22)
Date	19/8/1441

غدير امين مالكي



اعتماد  
NCAAA

T15

## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Testing and Assessment
<b>Course Code:</b>	LNG 659
<b>Program:</b>	Master of Arts in Applied Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	3 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 2 / Year 1
<b>4. Pre-requisites for this course (if any):</b>	
LNG 601, LNG 602, LNG 603, LNG 604	
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	16
4	Others (assignments, self-study, presentations, exams, reports):	48
<b>Total</b>		<b>96</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course will provide students with a general overview of current developments in the assessment of English language learners in the context of school learning and academic achievement. They will be introduced to the purposes and forms of assessment, barriers to fair assessment of ELLs, and tools of assessment for varying levels of English language proficiency. Moreover, they will be presented with the current issues and methods in measuring language proficiency and academic achievement. Learners will also be introduced to the fundamental testing and measurement concepts, in particular sound assessment practices with regards to cultural and linguistic barriers to equity in assessment. In addition, they will practice the design of effective assessment and evaluation approaches in a standard-based learning environment.

## 2. Course Main Objective

The main objective of this course is for students to have critical knowledge of testing and assessment skills, and the abilities necessary to measure language proficiency and achievement.

## 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Recognize the relevant educational assessment and testing strategies for language learning.	K1
1.2	Identify the basic concepts for testing and measurement	K2
1.3	Discuss sound assessment practices with regards to cultural and linguistic barriers to equity in assessment	K3
1.4	Locate relevant research and critical approaches used in educational assessment and testing	K4
<b>2</b>	<b>Skills:</b>	
2.1	Evaluate tests and items using statistical and qualitative methods.	S1
2.2	Apply methods of assessment and testing in different fields of study.	S1
2.3	Detect flaws in educational assessments.	S2
2.4	Experiment educational assessment and testing in a standard-based learning environment.	S2
2.5	Communicate through written and electronic means effective testing and assessment practices for language acquisition.	S3, S4
2.6	Incorporate meaning into test score scales using both norm-referenced and criterion-referenced procedures.	S5
2.7	Use the results of standardized tests to help make decisions about students and educational systems.	S5
2.8	Utilize educational assessments within broader context of educational measurement and decision-making.	S5
<b>3</b>	<b>Values:</b>	
3.1	Conduct research in accord with the ethical standards and best practices of the discipline.	V1
3.2	Interact actively in group discussions, sharing knowledge and experiences related to testing and assessment strategies.	V2
3.3	Exercise individual initiative and responsibility to complete assignments and meet deadlines in both the academic and practical spheres.	V3
3.4	Demonstrate self-direction and originality in tackling and solving problems of testing and assessment in practical teaching situations.	V4

\* Program Learning Outcomes

## C. Course Content

No	List of Topics	Contact Hours
1	Overview of testing, measurement, assessment and evaluation	3
2	Meaning of testing, types of tests, uses of tests, function and purpose of testing, characteristics of effective tests, steps involved in test construction	3
3	The concept of measurement, measurement scales (nominal and ordinal scales)	3
4	The concept of measurement, measurement scales (ratio and interval scales)	3
5	Tutorial	3
6	Types of items, table of specifications, matching objectives with item types	3
7	Bloom's revised taxonomy of objectives, educational objectives, basic concepts in assessment, types of assessment (teacher-made, standardized, authentic assessments)	3
8	Item analysis methods, item discrimination, item difficulty, distractor analysis	3
9	Types of validity, content, construct, criterion related	3
10	<b>Formative/Summative Midterm Exam</b>	3
11	Representation of scores (normal distribution, measures of central tendency and variation)	3
12	Test, retest, alternative form, interscorer, internal consistency	3
13	Understanding test results, test evaluation, grading system	3
14	Computer-based testing (CBT)	3
15	Seminar Presentations	3
16	<b>Final Exam</b>	3
<b>Total</b>		<b>48</b>

## 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	<b>Knowledge and Understanding</b>		
1.1	Recognize the relevant educational assessment and testing strategies for language learning.	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Collaborative and peer technique teaching</li> <li>- Interactive classroom communication</li> <li>- Online teaching</li> <li>- Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Problem-based learning</li> <li>- Advanced organizers (Mind Maps)</li> <li>- Weekly assignments</li> <li>- Project work</li> </ul>
1.2	Identify the basic concepts for testing and measurement		
1.3	Discuss sound assessment practices with regards to cultural and linguistic barriers to equity in assessment		
1.4	Locate relevant research and critical approaches used in educational assessment and testing		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.0	<b>Skills</b>		
2.1	Evaluate tests and items using statistical and qualitative methods.	<ul style="list-style-type: none"> <li>- Tutorials</li> <li>- Practical lessons</li> <li>- Problem-solving sessions</li> <li>- Inquiry-guided instruction</li> <li>- Collaborative and peer technique teaching</li> <li>- Interactive classroom communication</li> <li>- Online teaching</li> <li>- Simulation</li> <li>- Field work</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection</li> <li>- Case analysis or case study</li> <li>- Field notes</li> <li>- Peer or group discussion</li> <li>- Project work</li> <li>- Task evaluation forms</li> </ul>
2.2	Apply methods of assessment and testing in different fields of study.		
2.3	Detect flaws in educational assessments.		
2.4	Experiment educational assessment and testing in a standard-based learning environment.		
2.5	Communicate through written and electronic means effective testing and assessment practices for language acquisition.		
2.6	Incorporate meaning into test score scales using both norm-referenced and criterion-referenced procedures.		
2.7	Use the results of standardized tests to help make decisions about students and educational systems.		
2.8	Utilize educational assessments within broader context of educational measurement and decision-making.		
3.0	<b>Values</b>		
3.1	Conduct research in accord with the ethical standards and best practices of the discipline.	<ul style="list-style-type: none"> <li>- Group discussions</li> <li>- Seminars</li> <li>- Students presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Group assignments</li> <li>- Observation</li> <li>- Research paper</li> </ul>
3.2	Interact actively in group discussions, sharing knowledge and experiences related to testing and assessment strategies.		
3.3	Exercise individual initiative and responsibility to complete assignments and meet deadlines in both the academic and practical spheres.		
3.4	Demonstrate self-direction and originality in tackling and solving problems of testing and assessment in practical teaching situations.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments	Weekly	20%
2	Reflection	7,13	10%
3	Case study	11	10%
4	Test and assessment plan	9	20%
5	Final project	16	40%
	<b>Total</b>		<b>100%</b>

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ol style="list-style-type: none"><li>1. Gottlieb, Margo (2006). Assessing English Language Learners. Corwin Press.</li><li>2. Nitko, A.J. &amp; Brookhart, S. (2011). Educational assessment of students. Boston: Pearson</li><li>3. McMillan, James H. (2011). Classroom Assessment-Principles and Practices for effective Standards-based Instruction, 5th Ed.. Pearson.</li></ol>
<b>Essential Reference Materials</b>	<ol style="list-style-type: none"><li>1. O'Malley J. Michael and Valdez Pierce (1996) Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Addison-Wesley Publishing Company.</li></ol>



	<ol style="list-style-type: none"> <li>Assessment Basics <a href="http://www.ctb.com/ctb.com/control/assessmentBasicsTabAction?p=underAssess">http://www.ctb.com/ctb.com/control/assessmentBasicsTabAction?p=underAssess</a> Cumming, J. J. (2008).</li> <li>Legal and educational perspectives of equity in assessment Assessment in Education: Principles, Policy &amp; Practice, 15 (2), 123-135.</li> <li>Koelsch, N., Estrin, E., &amp; Farr, B. (1995). Guide to developing equitable performance assessments. San Francisco, CA: WestEd</li> <li>Bloom, B. S. (Ed.). (1956). Taxonomy of educational objectives, handbook I: Cognitive domain. New York: McKay</li> <li>Ennis, R. H. (1987). A taxonomy of critical thinking dispositions and abilities. In J.B. Baron and J. J. Sternsberg (Eds.) Teaching thinking skills: Theory and practice. New York:</li> <li>W. H. Freeman. Marzano, R. J., Pickering, D., &amp; McTighe, J. (1993). Assessing student outcomes. Performance assessment using the dimensions of learning model. Alexandria, VA: Association for Supervision and Curriculum Development. 5</li> <li>Quellmalz, E. S. (1987). Developing reasoning skills. In J.B. Baron and J. J. Sternsberg (Eds.) Teaching thinking skills: Theory and practice. New York: W. H. Freeman.</li> <li>Plake, B. S., Buckendahl C. W. &amp; Impara, J. C. ( 2004). Classroom-based assessment system for science: A model. Washington, DC: National Academy of Sciences.</li> </ol>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li><a href="#">Saudi Digital Library</a></li> <li><a href="https://www.citationmachine.net/">https://www.citationmachine.net/</a></li> <li><a href="https://www.bibme.org/">https://www.bibme.org/</a></li> <li>Landgraf, K. Positioning assessment for the 21st century. <a href="http://www.ets.org/Media/Research/flash/video/video.html">http://www.ets.org/Media/Research/flash/video/video.html</a></li> <li>Multimedia Educational Resources for Learning and Online Teaching (MERLOT). (A useful site for accessing a number of assessment tools such as scoring rubrics and performance assessment tools.) <a href="http://www.merlot.org/merlot/materials.htm?keywords=Rubrics">http://www.merlot.org/merlot/materials.htm?keywords=Rubrics</a></li> </ol> <p>*Other required readings will be posted on Blackboard website</p>
<b>Other Learning Materials</b>	Other required readings will be posted on Blackboard website.

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>Lecture rooms</li> <li>Audio/Video Conferencing Rooms</li> <li>University Main Libraries</li> <li>Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>University's Official Cloud Server- Microsoft Office 365 applications:</li> <li>Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>Blackboard and Cisco WebEx</li> <li>Data show</li> </ul>

Item	Resources
	<ul style="list-style-type: none"> <li>- AV</li> <li>- Projectors</li> <li>- Smart Boards</li> <li>- Speakers</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>• Students</li> <li>• Peer Reviewers</li> <li>• Faculty</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
Effectiveness of Assessment	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Curriculum Committee</li> <li>• Assessment Committee</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
Extent of Achievement of Course Learning Outcomes	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
Learning Resources & Facilities	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441

غدير امين مالكي

اعتماد  
NCAAA

T15

## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Dissertation Proposal
<b>Course Code:</b>	LNG 701
<b>Program:</b>	Master of Arts in Theoretical Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	4 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 3 / Year 2
<b>4. Pre-requisites for this course (if any):</b>	
LNG 651/ LNG 652/ LNG 653/ LNG 654	
<b>5. Co-requisites for this course (if any):</b>	
Elective Courses	

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	48	75%
2	Blended	16	25%
3	E-learning		
4	Distance learning		
5	Other		

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	32
4	*Others: 1. Self-study 2. Library search 3. Project work	24 24 16
<b>Total</b>		<b>128</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course aims to prepare students for writing the MA research proposal and dissertation. It consists of a series of focused seminars for sharing research experience and discussing research-related issues and problems faced during the stages of proposal writing. An indicative list of its components might comprise the following activities: discussion forums, webinars, article reviews, research case presentations, critiquing actual research proposals, research proposal design, research proposal defense, inviting methodology experts as keynote speakers, and research workshops. Students are also familiarized with the required formal administrative procedures during all the stages of the course (selection of the topic, arrangements with potential supervisor, contacts with other institutions for data collection and formal authorizations concerning copyrighted materials, research design skills, editing drafts,

submission of final draft, application for extension, and thesis defense skills. However, research proposal design and defense skills remain pivotal tasks in this course. By the end of the semester, students are required to submit their proposal for final approval.

## 2. Course Main Objective

The present course seeks to teach students the essentials parts of a research proposal and to train them in the skills needed to write it.

## 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of this course, students are expected to:</i>	
1.1	Demonstrate a working knowledge about the main components of a research proposal.	<b>K1</b>
1.2	Demonstrate an understanding of how to write a critical literature review, using well developed analytical and synthesis skills	<b>K2</b>
1.3	Describe how to design research using sound research methods to address a research question(s)	<b>K4</b>
<b>2</b>	<b>Skills:</b> <i>By the end of this course, students are expected to:</i>	
2.1	Formulate research questions and hypotheses.	<b>S1</b>
2.2	Research using information-technology skills such as word processing and electronic data access information.	<b>S3</b>
2.3	Select relevant data and methods of analysis to tackle the research question.	<b>S5</b>
2.4	Write well-organized, clear and compelling research proposal.	<b>S6</b>
<b>3</b>	<b>Values:</b> <i>By the end of this course, students are expected to:</i>	
3.1	Have a strong sense of the ethics of academia like honesty responsibility, and dedication to do research.	<b>V1</b>
3.2	Show an interest and readiness to learn and to engage in research projects.	<b>V3</b>
3.3	Show a sense of responsibility and commitment to learn, to achieve, and to come up with something original.	<b>V4</b>

\* Program Learning Outcomes

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction to thesis proposal	4
2	Crafting the first Draft	4
3	Peer Review of the first Draft	4
4	Power point presentation of the first draft	4
5	Proposal critique (practice)	4
6	Crafting the second thesis proposal	4
7	Second proposal critique (practice)	4
8	Mid-term exam	4
9	Ethics discussion (general comments)	4

10	Conducting surveys	4
11	Conducting questionnaires	4
12	Questionnaire and survey analysis	4
13	Crafting the third proposal draft	4
14	Peer review of the final proposal	4
15	Proposal 3 critique (practice)	4
16	Proposal submission	4
<b>Total</b>		<b>64</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Demonstrate a working knowledge about the main components of a research proposal.	-Blended learning -learner-centered study -interactive practices	-Brainstorming -Direct instruction -Problem-based learning
1.2	Demonstrate an understanding of how to write a critical literature review, using well developed analytical and synthesis skills	- Use of interactive tasks with the help of peer co-ordination -Use of PPPs	-Advanced organizers (Mind Maps) -Compare and contrast -Weekly assignments
1.3	Describe how to design research using sound research methods to address a research question(s)	- Modeling through the use of the internet connection	- papers - presentations - Proposal submission
<b>2.0</b>	<b>Skills</b>		
2.1	Formulate research questions and hypotheses.	-Blended learning -learner-centered study -interactive practices	-Brainstorming -Direct instruction -Problem-based learning
2.2	Research using information-technology skills such as word processing and electronic data access information.	- Use of interactive tasks with the help of peer co-ordination -Use of PPPs	-Advanced organizers (Mind Maps) -Compare and contrast -Weekly assignments
2.3	Select relevant data and methods of analysis to tackle the research question.	- Modeling through the use of the internet connection	- papers - presentations - Proposal submission
2.4	Write well-organized, clear and compelling research proposal.		
<b>3.0</b>	<b>Values</b>		
3.1	Have a strong sense of the ethics of academia like honesty responsibility, and dedication to do research.	-Blended learning - Learner-centered tasks	-Observation -Self-report -Management in individual work
3.2	Show an interest and readiness to learn and to engage in research projects.	- Class Discussions -Use of PPTs	- Submission of assigned work and Proposal
3.3	Show a sense of responsibility and commitment to learn, to achieve, and to come up with something original.		



## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Bi-weekly progress report	3,5,7,9,11,13,15	15 %
2	Presentations	5- 13	10 %
3	Home Assignments	6	15 %
4	Proposal 1	8	10 %
	Proposal 2	13	10 %
5	Final proposal submission	16	40%

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Yvonne N. Bui. 2019. How to Write a Master's Thesis. London: SAGE Publications.
<b>Essential Reference Materials</b>	<p>John Biggam. 2015. Succeeding with Your Master's Dissertation. London: McGraw-Hill Education (UK)</p> <p>George Damaskinidis, Anastasia Christodoulou. 2019. Writing Research Proposals for Social Sciences and Humanities in a Higher Education Context. Cambridge Scholars Publishing.</p> <p>Ranjit Kumar. Research Methodology: A Step-by-Step Guide for Beginners. 2018. London: SAGE.</p> <p>Vinayak Bairagi, Mousami V. Munot · 2019. Research Methodology: A Practical and Scientific Approach. London: CRC Press.</p>
<b>Electronic Materials</b>	<p>Burke, C. G. The Doctoral Dissertation Proposal. University of Southern California, School of Policy Planning and Development. <a href="http://kerlins.net/bobbi/research/qualresearch/burke.pdf">http://kerlins.net/bobbi/research/qualresearch/burke.pdf</a></p> <p>The (UC) Berkeley Proposal Workshop: <a href="http://globetrotter.berkeley.edu/DissPropWorkshop/">http://globetrotter.berkeley.edu/DissPropWorkshop/</a></p> <p>Campbell, L. M. (Questions for assessing methods): <a href="http://www.nova.edu/~ron/campbell.html">http://www.nova.edu/~ron/campbell.html</a></p> <p>Frank Pajares' Proposal Elements Page (Education): <a href="http://www.emory.edu/EDUCATION/mfp/proposal.html">http://www.emory.edu/EDUCATION/mfp/proposal.html</a></p> <p>Heath, A. W. The Proposal in Qualitative Research: <a href="http://www.nova.edu/ssss/QR/QR3-1/heath.html">http://www.nova.edu/ssss/QR/QR3-1/heath.html</a></p> <p>Jack Caulfield. 2020. How to write a dissertation proposal. Pocket Guide to APA. 3rd ed. Houghton Mifflin. <a href="https://www.scribbr.co.uk/thesis-dissertation/proposal">https://www.scribbr.co.uk/thesis-dissertation/proposal</a>.</p> <p>Penn State Office for Research Protections:</p> <p>Pagadala Suganda Devi. 2017. Research Methodology: A Handbook for Beginners. Notion Press.</p> <p>Thackrey, D. Proposal Writer's Guide: <a href="http://www.research.umich.edu/proposals/PWG/pwgcontents.html">http://www.research.umich.edu/proposals/PWG/pwgcontents.html</a></p> <p>University of Connecticut Proposal Format Guide: <a href="http://www.gifted.uconn.edu/dpg/writdiss.html">http://www.gifted.uconn.edu/dpg/writdiss.html</a></p> <p>University of Minnesota Grant Writing Tools: <a href="http://www.gen.umn.edu/grants/tools.html">http://www.gen.umn.edu/grants/tools.html</a></p> <p><a href="#">Saudi Digital Library</a></p>
<b>Other Learning Materials</b>	<p>Dissertation Databases</p> <p>ProQuest</p> <p>OATD</p> <p>OpenThesis</p>

### 3. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Equipped Classrooms</li> <li>- Lecture rooms.</li> <li>- Computer labs.</li> <li>- Equipped amphitheater</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- Cloud server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard and Cisco WebEx</li> <li>- Data Show Projector.</li> <li>- Projecting podium.</li> <li>- Smart Board</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	NA

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<b>Effectiveness of Teaching</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Peer Reviewers</li> <li>• Faculty</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
<b>Effectiveness of Assessment</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Curriculum Committee</li> <li>• Assessment Committee</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
<b>Extent of Achievement of Course Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
<b>Learning Resources &amp; Facilities</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441

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## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	Dissertation Proposal
<b>Course Code:</b>	LNG 702
<b>Program:</b>	Master of Arts in Applied Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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3. Course Learning Outcomes.....	3
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
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<b>E. Student Academic Counseling and Support .....</b>	<b>6</b>
<b>F. Learning Resources and Facilities.....</b>	<b>7</b>
1. Learning Resources .....	7
2. Educational and research Facilities and Equipment Required .....	7
<b>G. Course Quality Evaluation.....</b>	<b>8</b>
<b>H. Specification Approval Data .....</b>	<b>8</b>

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## A. Course Identification

<b>1. Credit hours:</b>	4 Hours
<b>2. Course type</b>	
<input checked="" type="checkbox"/> Required	<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b>	Level 3 / Year 2
<b>4. Pre-requisites for this course (if any):</b>	
LNG 656/ LNG 657/ LNG 658/ LNG 659	
<b>5. Co-requisites for this course (if any):</b>	
Elective Courses	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	48	75%
2	Blended	16	25%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	32
2	Laboratory/Studio	-
3	Seminars	32
4	*Others: 1. Self-study 2. Library search 3. Project work	24 24 16
<b>Total</b>		<b>128</b>

\*An estimate of the average time a learner takes to complete 'other' learning activities and could be more or less than the allocated hours in the table.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course aims to prepare students for writing the MA research proposal and dissertation. It consists of a series of focused seminars for sharing research experience and discussing research-related issues and problems faced during the stages of proposal writing. An indicative list of its components might comprise the following activities: discussion forums, webinars, article reviews, research case presentations, critiquing actual research proposals, research proposal design, research proposal defense, inviting methodology experts as keynote speakers, and research workshops. Students are also familiarized with the required formal administrative procedures during all the stages of the course (selection of the topic, arrangements with potential supervisor, contacts with other institutions for data collection and formal authorizations concerning copyrighted materials, research design skills, editing drafts, submission of final draft, application for extension, and thesis defense skills. However,

research proposal design and defense skills remain pivotal tasks in this course. By the end of the semester, students are required to submit their proposal for final approval.

## 2. Course Main Objective

The present course seeks to teach students the essentials parts of a research proposal and to train them in the skills needed to write it.

## 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	<b>Knowledge and Understanding</b> <i>By the end of this course, students are expected to:</i>	
1.1	Demonstrate a working knowledge about the main components of a research proposal.	K1
1.2	Demonstrate an understanding of how to write a critical literature review, using well developed analytical and synthesis skills	K2
1.3	Describe how to design research using sound research methods to address a research question(s)	K4
2	<b>Skills:</b> <i>By the end of this course, students are expected to:</i>	
2.1	Formulate research questions and hypotheses.	S1
2.2	Research using information-technology skills such as word processing and electronic data access information.	S3
2.3	Select relevant data and methods of analysis to tackle the research question.	S5
2.4	Write well-organized, clear and compelling research proposal.	S6
3	<b>Values:</b> <i>By the end of this course, students are expected to:</i>	
3.1	Have a strong sense of the ethics of academia like honesty responsibility, and dedication to do research.	V1
3.2	Show an interest and readiness to learn and to engage in research projects.	V3
3.3	Show a sense of responsibility and commitment to learn, to achieve, and to come up with something original.	V4

\* Program Learning Outcomes

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction to thesis proposal	4
2	Crafting the first Draft	4
3	Peer Review of the first Draft	4
4	Power point presentation of the first draft	4
5	Proposal critique (practice)	4
6	Crafting the second thesis proposal	4
7	Second proposal critique (practice)	4
8	Mid-term exam	4
9	Ethics discussion (general comments)	4
10	Conducting surveys	4
11	Conducting questionnaires	4



12	Questionnaire and survey analysis	4
13	Crafting the third proposal draft	4
14	Peer review of the final proposal	4
15	Proposal 3 critique (practice)	4
16	Proposal submission	4
<b>Total</b>		<b>64</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Demonstrate a working knowledge about the main components of a research proposal.	-Blended learning -learner-centered study -interactive practices	-Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps)
1.2	Demonstrate an understanding of how to write a critical literature review, using well developed analytical and synthesis skills	- Use of interactive tasks with the help of peer co-ordination -Use of PPPs	-Compare and contrast -Weekly assignments - papers - presentations - Proposal submission
1.3	Describe how to design research using sound research methods to address a research question(s)	- Modeling through the use of the internet connection	
<b>2.0</b>	<b>Skills</b>		
2.1	Formulate research questions and hypotheses.	-Blended learning -learner-centered study -interactive practices	-Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps)
2.2	Research using information-technology skills such as word processing and electronic data access information.	- Use of interactive tasks with the help of peer co-ordination -Use of PPPs	-Compare and contrast -Weekly assignments - papers - presentations - Proposal submission
2.3	Select relevant data and methods of analysis to tackle the research question.	- Modeling through the use of the internet connection	
2.4	Write well-organized, clear and compelling research proposal.		
<b>3.0</b>	<b>Values</b>		
3.1	Have a strong sense of the ethics of academia like honesty responsibility, and dedication to do research.	-Blended learning - Learner-centered tasks - Class Discussions -Use of PPTs	-Observation -Self-report -Management in individual work - Submission of assigned work and Proposal
3.2	Show an interest and readiness to learn and to engage in research projects.		
3.3	Show a sense of responsibility and commitment to learn, to achieve, and to come up with something original.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Bi-weekly progress report	3,5,7,9,11,13,15	15 %
2	Presentations	5- 13	10 %
3	Home Assignments	6	15 %
4	Proposal 1	8	10 %
	Proposal 2	13	10 %
5	Final proposal submission	16	40%

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
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4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Yvonne N. Bui. 2019. How to Write a Master's Thesis. London: SAGE Publications.
<b>Essential Reference Materials</b>	<p>John Biggam. 2015. Succeeding with Your Master's Dissertation. London: McGraw-Hill Education (UK)</p> <p>George Damaskinidis, Anastasia Christodoulou. 2019. Writing Research Proposals for Social Sciences and Humanities in a Higher Education Context. Cambridge Scholars Publishing.</p> <p>Ranjit Kumar. Research Methodology: A Step-by-Step Guide for Beginners. 2018. London: SAGE.</p> <p>Vinayak Bairagi, Mousami V. Munot · 2019. Research Methodology: A Practical and Scientific Approach. London: CRC Press.</p>
<b>Electronic Materials</b>	<p>Burke, C. G. The Doctoral Dissertation Proposal. University of Southern California, School of Policy Planning and Development. <a href="http://kerlins.net/bobbi/research/qualresearch/burke.pdf">http://kerlins.net/bobbi/research/qualresearch/burke.pdf</a></p> <p>The (UC) Berkeley Proposal Workshop: <a href="http://globetrotter.berkeley.edu/DissPropWorkshop/">http://globetrotter.berkeley.edu/DissPropWorkshop/</a></p> <p>Campbell, L. M. (Questions for assessing methods): <a href="http://www.nova.edu/~ron/campbell.html">http://www.nova.edu/~ron/campbell.html</a></p> <p>Frank Pajares' Proposal Elements Page (Education): <a href="http://www.emory.edu/EDUCATION/mfp/proposal.html">http://www.emory.edu/EDUCATION/mfp/proposal.html</a></p> <p>Heath, A. W. The Proposal in Qualitative Research: <a href="http://www.nova.edu/ssss/QR/QR3-1/heath.html">http://www.nova.edu/ssss/QR/QR3-1/heath.html</a></p> <p>Jack Caulfield. 2020. How to write a dissertation proposal. Pocket Guide to APA. 3rd ed. Houghton Mifflin. <a href="https://www.scribbr.co.uk/thesis-dissertation/proposal">https://www.scribbr.co.uk/thesis-dissertation/proposal</a>.</p> <p>Penn State Office for Research Protections:</p> <p>Pagadala Suganda Devi. 2017. Research Methodology: A Handbook for Beginners. Notion Press.</p> <p>Thackrey, D. Proposal Writer's Guide: <a href="http://www.research.umich.edu/proposals/PWG/pwgcontents.html">http://www.research.umich.edu/proposals/PWG/pwgcontents.html</a></p> <p>University of Connecticut Proposal Format Guide: <a href="http://www.gifted.uconn.edu/dpg/writdiss.html">http://www.gifted.uconn.edu/dpg/writdiss.html</a></p> <p>University of Minnesota Grant Writing Tools: <a href="http://www.gen.umn.edu/grants/tools.html">http://www.gen.umn.edu/grants/tools.html</a></p> <p><a href="#">Saudi Digital Library</a></p>
<b>Other Learning Materials</b>	<p>Dissertation Databases</p> <p>ProQuest</p> <p>OATD</p> <p>OpenThesis</p>

### 3. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Equipped Classrooms</li> <li>- Lecture rooms.</li> <li>- Computer labs.</li> <li>- Equipped amphitheater</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- Cloud server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard and Cisco WebEx</li> <li>- Data Show Projector.</li> <li>- Projecting podium.</li> <li>- Smart Board</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	NA

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<b>Effectiveness of Teaching</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Peer Reviewers</li> <li>• Faculty</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
<b>Effectiveness of Assessment</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Curriculum Committee</li> <li>• Assessment Committee</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
<b>Extent of Achievement of Course Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
<b>Learning Resources &amp; Facilities</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441

اعتماد  
NCAAA

T15

## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	MA Dissertation
<b>Course Code:</b>	LNG 798
<b>Program:</b>	Master of Arts in Applied Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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غدير امين مالكي

غدير امين مالكي

## A. Course Identification

<b>1. Credit hours:</b>	6 Hours		
<b>2. Course type</b>	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered:</b>	Level 4 / Year 2		
<b>4. Pre-requisites for this course (if any):</b>	LNG 702		
<b>5. Co-requisites for this course (if any):</b>	NONE		
<b>6. Mode of Instruction (mark all that apply)</b>			
<b>No</b>	<b>Mode of Instruction</b>	<b>Contact Hours</b>	<b>Percentage</b>
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning		
5	Other (Independent Study)	96	100%

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	
2	Laboratory/Studio	
3	Seminars	
4	Others (Self-study, Supervision, Library search, Project work)	160
<b>Total</b>		<b>160</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

As a culmination of the MA program, this course offers students a space to develop their ideas, stretch their creative and academic skills to produce an original dissertation. The course is mainly learner-centered as students will work for the most part independently under the mentoring of an assigned supervisor. Students will be responsible for planning their course of study and research practices. They will undertake analytical and methodological skills, read critically and analyze sources, deduce results and formulate conclusions independently. The supervisor will provide students with the support and guidance on the planned structure of topics, arguments, methods of investigation and the critical approach chosen. The supervisor will also read and comment on a first draft and make recommendations about the direction of the research argument and style. The supervisor also ensures that the completed work is a well-written study of the topic under discussion, with illustrations of high quality and a fully developed bibliography.



## 2. Course Main Objective

The main objective of this course is for students to produce a piece of independent research in the field of linguistics, and present the findings of their research argument in an extended piece of analytic writing in academic prose.

## 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of this course, students are expected to:</i>	
<b>1.1</b>	Know in depth the methods and theories in the respective field of study	<b>K1</b>
<b>1.2</b>	Be familiar with the different stages in writing an MA dissertation	<b>K1</b>
<b>1.3</b>	Understand the theoretical and practical sides of writing an MA dissertation	<b>K2</b>
<b>2</b>	<b>Skills:</b> <i>By the end of this course, students are expected to:</i>	
<b>2.1</b>	Communicate research concepts and contexts clearly and effectively both in writing and orally	<b>S1</b>
<b>2.2</b>	Use information technology effectively in research activities.	<b>S3</b>
<b>2.3</b>	Plan and engage in an independent and sustained critical investigation and evaluation of a chosen research topic.	<b>S5</b>
<b>2.4</b>	Employ the research methods appropriate to literary research such as accurate citation of sources and use of bibliographical conventions.	<b>S6</b>
<b>2.5</b>	Apply theories and methods of study to research questions and collect analyze data	<b>S6</b>
<b>3</b>	<b>Values:</b> <i>By the end of this course, students are expected to:</i>	
<b>3.1</b>	Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources	<b>V1</b>
<b>3.2</b>	Show qualities of diligence, responsibility, patience and respect of deadlines	<b>V3</b>
<b>3.3</b>	Know how to deal with and to work with others and to be open to criticism and to take suggestions	<b>V4</b>

\* Program Learning Outcomes

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction: Planning the Dissertation	10
2	Private Study	10
3	Private Study	10
4	Workshops	10
5	Supervisory session 1	10
6	Private Study	10
7	Private Study	10
8	Private Study	10
9	Private Study	10

10	Private Study	10
11	Supervisory session 2 Submission of First Draft	10
12	Editing process and revision.	10
13	Editing process and revision.	10
14	Editing process and revision.	10
15	Editing process and revision.	10
16	Editing process and revision.	10
<b>Total</b>		<b>160</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
<b>1.1</b>	Know in depth the methods and theories in the respective field of study	-Learner-centered approach -Private Study -Workshop -Supervisory Sessions	-Formative Assessment -Editing -Progress Report -Final Dissertation
<b>1.2</b>	Be familiar with the different stages in writing an MA dissertation		
<b>1.3</b>	Understand the theoretical and practical sides of writing an MA dissertation		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Communicate research concepts and contexts clearly and effectively both in writing and orally	-Learner-centered approach -Discussion -Private Study -Workshop -Supervisory sessions	Formative Assessment -Editing -Progress Report -Final Dissertation
<b>2.2</b>	Use information technology effectively in research activities.		
<b>2.3</b>	Plan and engage in an independent and sustained critical investigation and evaluation of a chosen research topic.		
<b>2.4</b>	Employ the research methods appropriate to literary research such as accurate citation of sources and use of bibliographical conventions.		
<b>2.5</b>	Apply theories and methods of study to research questions and collect analyze data		
<b>3.0</b>	<b>Values</b>		
<b>3.1</b>	Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources	-Discussion -Private Study	-Formative Assessment -Editing -Progress Report -Punctuality -Final Dissertation
<b>3.2</b>	Show qualities of diligence, responsibility, patience and respect of deadlines		
<b>3.3</b>	Know how to deal with and to work with others and to be open to criticism and to take suggestions		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Progress report	4, 6, 14	-
2	Chapter completion grade	6, 9, 12	-
3	Thesis defense	16	100 %
	<b>Total</b>		<b>100%</b>

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>- Yvonne N. Bui. 2020. How to Write a Master's Thesis. London: SAGE Publications.</li> </ul>
<b>Essential Reference Materials</b>	<ul style="list-style-type: none"> <li>- Kate L. Turabian. 2018. A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth edition. London: The university of Chicago Press.</li> <li>- Lynn P. Nygaard (2017). Writing Your Master's Thesis: From A to Zen. London. Sage Publication.</li> <li>- Derek Swetnam and Ruth Swetnam (2015). Writing Your Dissertation. London. Hachette.</li> <li>- Paul Gruba, Justin Zobel. 2017. How To Write Your First Thesis. London: Springer.</li> </ul>
<b>Electronic Materials</b>	<p><a href="#">Saudi Digital Library</a></p> <p>Doing Your Master's Dissertation: From Start to Finish. 2015  <a href="https://books.google.com.sa/books?id=iivwaBOYc60C&amp;printsec=frontcover&amp;dq">https://books.google.com.sa/books?id=iivwaBOYc60C&amp;printsec=frontcover&amp;dq</a></p> <p>How to Write a Good Dissertation A guide for University Undergraduate Students. 2018  <a href="https://books.google.com.sa/books?id=j_tiDwAAQBAJ&amp;pg=PA83&amp;dq=electronic+books">https://books.google.com.sa/books?id=j_tiDwAAQBAJ&amp;pg=PA83&amp;dq=electronic+books</a></p> <p>A Thesis is Not a Diary and Other Myths 2019.  <a href="https://www.google.com.sa/search?q=electronic+books">https://www.google.com.sa/search?q=electronic+books</a></p> <p>Doing Your Master's Dissertation: From Start to Finish. 2015  <a href="https://books.google.com.sa/books?id=iivwaBOYc60C&amp;printsec=frontcover&amp;dq">https://books.google.com.sa/books?id=iivwaBOYc60C&amp;printsec=frontcover&amp;dq</a></p> <p>University of Minnesota Grant Writing Tools:  <a href="http://www.gen.umn.edu/grants/tools.html">http://www.gen.umn.edu/grants/tools.html</a></p>
<b>Other Learning Materials</b>	<p>Timeline Templates:  <a href="https://www.officetimeline.com/timeline-template">https://www.officetimeline.com/timeline-template</a></p> <p><a href="#">MLA Research Guide</a></p> <p>Dissertation Databases  ProQuest  OATD  OpenThesis</p>

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Equipped Classrooms</li> <li>- Lecture rooms.</li> <li>- Computer labs.</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud server (Microsoft)</li> <li>- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard</li> <li>- Cisco WebEx</li> <li>- Data Show Projector.</li> <li>- Projecting podium.</li> <li>- Smart Board</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<b>Effectiveness of Teaching</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Peer Reviewers</li> <li>• Faculty</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
<b>Effectiveness of Assessment</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Curriculum Committee</li> <li>• Assessment Committee</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
<b>Extent of Achievement of Course Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
<b>Learning Resources &amp; Facilities</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441

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## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	MA Dissertation
<b>Course Code:</b>	LNG 799
<b>Program:</b>	Master of Arts in Linguistics
<b>Department:</b>	English Language and Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
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## A. Course Identification

<b>1. Credit hours:</b>	6 Hours		
<b>2. Course type</b>	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered:</b>	Level 4 / Year 2		
<b>4. Pre-requisites for this course (if any):</b>	LNG 701		
<b>5. Co-requisites for this course (if any):</b>	NONE		
<b>6. Mode of Instruction (mark all that apply)</b>			
No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning		
5	Other (Independent Study)	96	100%

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	
2	Laboratory/Studio	
3	Seminars	
4	Others (Self-study, Supervision, Library search, Project work)	160
<b>Total</b>		<b>160</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

As a culmination of the MA program, this course offers students a space to develop their ideas, stretch their creative and academic skills to produce an original dissertation. The course is mainly learner-centered as students will work for the most part independently under the mentoring of an assigned supervisor. Students will be responsible for planning their course of study and research practices. They will undertake analytical and methodological skills, read critically and analyze sources, deduce results and formulate conclusions independently. The supervisor will provide students with the support and guidance on the planned structure of topics, arguments, methods of investigation and the critical approach chosen. The supervisor will also read and comment on a first draft and make recommendations about the direction of the research argument and style. The supervisor also ensures that the completed work is a well-written study of the topic under discussion, with illustrations of high quality and a fully developed bibliography.

## 2. Course Main Objective

The main objective of this course is for students to produce a piece of independent research in the field of linguistics, and present the findings of their research argument in an extended piece of analytic writing in academic prose.

## 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of this course, students are expected to:</i>	
<b>1.1</b>	Know in depth the methods and theories in the respective field of study	<b>K1</b>
<b>1.2</b>	Be familiar with the different stages in writing an MA dissertation	<b>K1</b>
<b>1.3</b>	Understand the theoretical and practical sides of writing an MA dissertation	<b>K2</b>
<b>2</b>	<b>Skills:</b> <i>By the end of this course, students are expected to:</i>	
<b>2.1</b>	Communicate research concepts and contexts clearly and effectively both in writing and orally	<b>S1</b>
<b>2.2</b>	Use information technology effectively in research activities.	<b>S3</b>
<b>2.3</b>	Plan and engage in an independent and sustained critical investigation and evaluation of a chosen research topic.	<b>S5</b>
<b>2.4</b>	Employ the research methods appropriate to literary research such as accurate citation of sources and use of bibliographical conventions.	<b>S6</b>
<b>2.5</b>	Apply theories and methods of study to research questions and collect analyze data	<b>S6</b>
<b>3</b>	<b>Values:</b> <i>By the end of this course, students are expected to:</i>	
<b>3.1</b>	Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources	<b>V1</b>
<b>3.2</b>	Show qualities of diligence, responsibility, patience and respect of deadlines	<b>V3</b>
<b>3.3</b>	Know how to deal with and to work with others and to be open to criticism and to take suggestions	<b>V4</b>

\* Program Learning Outcomes

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction: Planning the Dissertation	10
2	Private Study	10
3	Private Study	10
4	Workshops	10
5	Supervisory session 1	10
6	Private Study	10
7	Private Study	10
8	Private Study	10
9	Private Study	10

10	Private Study	10
11	Supervisory session 2 Submission of First Draft	10
12	Editing process and revision.	10
13	Editing process and revision.	10
14	Editing process and revision.	10
15	Editing process and revision.	10
16	Editing process and revision.	10
<b>Total</b>		<b>160</b>

## 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 and Understanding		
1.1	Know in depth the methods and theories in the respective field of study	-Learner-centered approach -Private Study -Workshop -Supervisory Sessions	-Formative Assessment -Editing -Progress Report -Final Dissertation
1.2	Be familiar with the different stages in writing an MA dissertation		
1.3	Understand the theoretical and practical sides of writing an MA dissertation		
2.0	Skills		
2.1	Communicate research concepts and contexts clearly and effectively both in writing and orally	-Learner-centered approach -Discussion -Private Study -Workshop -Supervisory sessions	Formative Assessment -Editing -Progress Report -Final Dissertation
2.2	Use information technology effectively in research activities.		
2.3	Plan and engage in an independent and sustained critical investigation and evaluation of a chosen research topic.		
2.4	Employ the research methods appropriate to literary research such as accurate citation of sources and use of bibliographical conventions.		
2.5	Apply theories and methods of study to research questions and collect analyze data		
3.0	Values		
3.1	Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources	-Discussion -Private Study	-Formative Assessment -Editing -Progress Report -Punctuality -Final Dissertation
3.2	Show qualities of diligence, responsibility, patience and respect of deadlines		
3.3	Know how to deal with and to work with others and to be open to criticism and to take suggestions		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Progress report	4, 6, 14	-
2	Chapter completion grade	6, 9, 12	-
3	Thesis defense	16	100 %
	<b>Total</b>		<b>100%</b>

\*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:

*Below are the processes followed in the department for student counselling and support:*

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>- Yvonne N. Bui. 2020. How to Write a Master's Thesis. London: SAGE Publications.</li> </ul>
<b>Essential Reference Materials</b>	<ul style="list-style-type: none"> <li>- Kate L. Turabian. 2018. A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth edition. London: The university of Chicago Press.</li> <li>- Lynn P. Nygaard (2017). Writing Your Master's Thesis: From A to Zen. London. Sage Publication.</li> <li>- Derek Swetnam and Ruth Swetnam (2015). Writing Your Dissertation. London. Hachette.</li> <li>- Paul Gruba, Justin Zobel. 2017. How To Write Your First Thesis. London: Springer.</li> </ul>
<b>Electronic Materials</b>	<p><a href="#">Saudi Digital Library</a></p> <p>Doing Your Master's Dissertation: From Start to Finish. 2015  <a href="https://books.google.com.sa/books?id=iivwaBOYc60C&amp;printsec=frontcover&amp;dq">https://books.google.com.sa/books?id=iivwaBOYc60C&amp;printsec=frontcover&amp;dq</a></p> <p>How to Write a Good Dissertation A guide for University Undergraduate Students. 2018  <a href="https://books.google.com.sa/books?id=j_tIDwAAQBAJ&amp;pg=PA83&amp;dq=electronic+books">https://books.google.com.sa/books?id=j_tIDwAAQBAJ&amp;pg=PA83&amp;dq=electronic+books</a></p> <p>A Thesis is Not a Diary and Other Myths 2019.  <a href="https://www.google.com.sa/search?q=electronic+books">https://www.google.com.sa/search?q=electronic+books</a></p> <p>Doing Your Master's Dissertation: From Start to Finish. 2015  <a href="https://books.google.com.sa/books?id=iivwaBOYc60C&amp;printsec=frontcover&amp;dq">https://books.google.com.sa/books?id=iivwaBOYc60C&amp;printsec=frontcover&amp;dq</a></p> <p>University of Minnesota Grant Writing Tools:  <a href="http://www.gen.umn.edu/grants/tools.html">http://www.gen.umn.edu/grants/tools.html</a></p>
<b>Other Learning Materials</b>	<p>Timeline Templates:  <a href="https://www.officetimeline.com/timeline-template">https://www.officetimeline.com/timeline-template</a></p> <p><a href="#">MLA Research Guide</a></p> <p>Dissertation Databases  ProQuest  OATD  OpenThesis</p>

## 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>- Equipped Classrooms</li> <li>- Lecture rooms.</li> <li>- Computer labs.</li> <li>- University Main Libraries</li> <li>- Public Libraries</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>- University's Official Cloud server (Microsoft)</li> <li>- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc.</li> <li>- Blackboard</li> <li>- Cisco WebEx</li> <li>- Data Show Projector.</li> <li>- Projecting podium.</li> <li>- Smart Board</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<b>Effectiveness of Teaching</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Peer Reviewers</li> <li>• Faculty</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Surveys (Indirect)</li> <li>➤ Formal Observations (Indirect)</li> <li>➤ Course Report and Course File (Direct)</li> <li>➤ Student Samples (Direct)</li> <li>➤ Self-Reflection reports (Indirect)</li> </ul>
<b>Effectiveness of Assessment</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Curriculum Committee</li> <li>• Assessment Committee</li> <li>• External Reviewers</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data ((Indirect))</li> <li>➤ Teacher Feedback (Direct)</li> <li>➤ Student Feedback (Direct)</li> <li>➤ Course Report &amp; Course File (Direct)</li> </ul>
<b>Extent of Achievement of Course Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Quality Assurance Unit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Item Analysis Data (Indirect)</li> <li>➤ Course Report &amp; Course File (Direct)</li> <li>➤ Annual Program Review (Direct)</li> </ul>
<b>Learning Resources &amp; Facilities</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student surveys (Indirect)</li> <li>➤ Faculty surveys (Indirect)</li> </ul>

**Evaluation Areas/Issues** (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

<b>Council / Committee</b>	College Council
<b>Reference No.</b>	Minutes (22)
<b>Date</b>	19/8/1441