نموذج الخطة الدراسية بنظام الفصول الثلاثة

م	الكلية /المعهد	القسم	المرحلة	التخصص	(التخصص الدقيق (إن وجد
المعلومات باللغة العربية	كلية اللغات والترجمة	اللغة الإنجليزية وآدابها	دكتوراه	اللغويات	اللغويات النظرية
المعلومات باللغة الإنجليزية	College of Languages and Translation	Department of English Language and Literature	Doctor of Philosophy	Linguistics	Theoretical Linguistics

الخطة الدراسية

رمز المقرر	رقم المقرر	اسم المقرر باللغة العربية	اسم المقرر باللغة الإنجليزية	رمز المقرر بالإنجليزي	نظري	عملي	المجموع	القسم المشارك في (تقديم المقرر (إن وجد	اجباري أو اختياري	رقم ورمز المتطلب السابق
الفصل (المستوى) الأول										
لغة	7102	طرق البحث في اللغويات النظرية	Research Methods in Theoretical Linguistics	LNG 7102	4	.	4	-	اجباري	-
لغة	7150	لغويات المدونات	Corpus Linguistics	LNG 7150	4	.	4	-	اجباري	-
الفصل (المستوى) الثاني										
لغة	7163	علم اللغة الاجتماعي	Sociolinguistics	LNG 7163	4	-	4	-	اجباري	لغة 7102 لغة 7150
لغة	7175	تحليل الخطاب	Discourse analysis	LNG 7175	4	-	4	-	اجباري	لغة 7102 لغة 7150
الفصل (المستوى) الثالث										
لغة	7162	اكتساب اللغة والثنائية اللغوية	Language Acquisition and Bilingualism	LNG 7162	4	-	4	-	اجباري	لغة7163 لغة 7175
لغة	7165	علم اللغة النفسي	Psycholinguistics	LNG 7165	4	-	4	-	اجباري	لغة7163 لغة 7175
الفصل (المستوى) الرابع										
لغة	7241	علم النظام الصوتي المتقدم	Advanced Phonology	LNG 7241	4	-	4	-	اجباري	لغة7162 لغة 7165
لغة	7243	علم الدلالة المتقدم	Advanced Semantics	LNG 7243	4	-	4	-	اجباري	لغة7162 لغة 7165
الفصل (المستوى) الخامس										
لغة	7242	علم التراكيب المتقدم	Advanced Syntax	LNG 7242	4	-	4	-	اجباري	لغة 7241

- يدرج المزيد من المستويات، ومن الصفوف في كل مستوى عند الحاجة

- يضاف جدول منفصل لكل مسار(إن وجد)

- يدرج المزيد من المستويات، ومن الصفوف في كل مستوى عند الحاجة

لغة 7243								7243	لغة
لغة 7241 لغة 7243	اجباري	-	4	-	4	LNG 7244	Advanced Pragmatics	علم التداولية المتقدم	7244	لغة

الفصل (المستوى) السادس

لغة 7242 لغة 7244	اجباري	-	4	-	4	LNG 7251	Contrastive Linguistics	اللغويات المقارنة	7251	لغة
لغة 7242 لغة 7244	اجباري	-	4	-	4	LNG 7252	Advanced Topics in Linguistics	موضوعات متقدمة في اللغويات	7252	لغة

الفصل (المستوى) السابع

لغة 7251 لغة 7252	اجباري	-	0	-	0	LNG 7301	Comprehensive Exams	الاختبار الشامل	7301	لغة

الفصل (المستوى) الثامن

لغة 7301	اجباري	-	18	18	-	LNG 7399	Dissertation	الرسالة	7399	لغة

توصية مجلس الكلية			توصية مجلس القسم		
تاريخ الجلسة:		رقم الجلسة:	تاريخ الجلسة:		رقم الجلسة:
التاريخ :		توقيع عميد الكلية /المعهد:	التاريخ :		توقيع رئيس القسم:

- يدرج المزيد من المستويات، ومن الصفوف في كل مستوى عند الحاجة   - يضاف جدول منفصل لكل مسار (إن وجد)

اعتماد
NCAAA

T14

Program Specifications
(Postgraduate Degree)

Program Name: Doctor of Philosophy in Theoretical Linguistics	
Qualification Level: PhD, Level 8	
Department: Department of English Language and Literature	
College: College of Languages and Translation	
Institution: Imam Mohammad Ibn Saud Islamic University	

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Content

A. Program Identification and General Information

1. Program Main Location:

University Campus (Male): Imam Mohammad Ibn Saud Islamic University – College of Languages and Translation –Building Number 308

University Campus (Female): King Abdullah City for Female Students – College of Languages and Translation –Building Number 326

2. Branches Offering the Program:

None

3. Reasons for Establishing the Program:
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

The program was approved in 1443H with approval No *1443-5-28*, and was given the Code *02311601*. A PhD in Theoretical Linguistics is a recognized as an asset for careers within the social and behavioral sciences and will enhance the student's career opportunities in the following fields:

1- **Work in education:** Students with a background in linguistics and education can develop materials for different populations, train teachers, design assessments, and find effective ways to teach language-related topics in specific communities, or use the language of a community effectively in instruction. Many linguists are involved in teacher education and educational research.

2- **Teach at the university level:** getting a degree in linguistics, students might teach in departments such as linguistics, philosophy of language, psychology, speech/communication sciences, anthropology, English, and departments focused on specific foreign languages.

3- **Teach English as a Second Language (ESL)** in Saudi Arabia or abroad. Linguistics can give students a valuable cross-language perspective.

4- **Work in the computer industry:** Training in linguistics can equip students to work on speech recognition, text-to-speech synthesis, artificial intelligence, natural language processing, and computer-mediated language learning.

5- **Work in the publishing industry, as a technical writer, or as a journalist:** The verbal skills that linguists develop are ideal for positions in editing, publishing, and writing.

6- **Work with dictionaries (lexicography):** The development of good dictionaries requires the help of qualified linguistic consultants. Knowledge of phonology, morphology, historical linguistics, dialectology, and sociolinguistics is key to becoming a lexicographer.

7- Work for an advertising company: Companies that specialize in advertising often do extensive linguistic research on the associations that people make with particular sounds and classes of sounds and the kind of wording that would appeal to potential consumers.

4. System of Study

☒ Coursework & Thesis   ☐ Coursework

5. Mode of Study

☒ On Campus   ☐ Distance Education   ☐ Other

6. Educational and Research Partnerships (if any)

The program envisages certain academic partners that already have their editorial offshoots, like the *Journal of Saudi Association of Languages and Translation* (SAOLT).

Establishing international partnerships is also part of the program's policy to jointly achieve corporate goals pertaining to the promotion of linguistics research and teaching. The program also intends to tailor partnership relations with internationally renowned journals in Linguistics and research in order to maximize graduates' opportunities in terms of future publication. Partnerships with peer PhD programs in the Arab countries and abroad is another prospective form of academic joint venture, as it were. Here is an indicative list of research partners:

Research Partners:

1. Prince Nayef Institute for Research and Consultation
2. King Abdullah bin Abdulaziz Center for Contemporary Islamic Studies and Civilization Dialogue
3. Prince Salman Center for Applied Linguistics
4. UNESCO Research Chair for Interfaith and Cultural Dialogue
5. UNESCO Research Chair for Quality in Higher Education
6. King Abdullah Institute for Translation and Arabization
7. Saudi Association of Languages and Translation (SAOLT)
8. The Literature, Publishing and Translation Commission

7. Total Credit Hours for Completing the Program: | 66 Hours

8. Professional Occupations/Jobs:

The program's graduates aspire to the following career prospects:

Academic Careers:
- Academic Governance and Leadership
- University Administrative Positions
- Researcher

- Academic Consultant

- Academic Quality Assurance

- Specialized University Faculty (teaching advanced theoretical and applied linguistic courses)

- Supervising postgraduate research on linguistics.

- Designing and delivering advanced training courses both in public and private educational institutions and agencies

- Serving on thesis defense panels locally and abroad

- Applying for teaching positions in international universities where Arabic and English are a working language pair

Public and Private Sectors:

- Government Advisors

- Foreign Affairs

- Political Analysts

- Technical Writers

- Editors

- Public Relations

- Think Tanks

- Intelligence Agencies

- Problem-Solving Experts

- Writing/Editing Consultants

- Cultural Advisors or Bilingual Advisors.

9. Major Tracks/Pathways (if any)**:**

Major Track/Pathway	Credit Hours (For each track)	Professional Occupations/Jobs (For each track)
N/A		

10. Intermediate Exit Points/Awarded Degree (if any)**:**

Intermediate Exit Points/Awarded Degree	Credit Hours
N/A	-

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

Vision:

A pioneering and sustainable PhD program in Linguistics that fosters academic excellence, cutting edge research, robust job prospects, interlingual and intercultural communication and civic engagement.

Mission:

To produce world class postgraduates, researchers, scholars and academics well versed in both theoretical and applied aspects of language studies, teaching and research who can perfectly participate in university teaching, international research and various forms of linguistic community services.

2. Program Goals:

1. Enable students to scientifically evaluate and analyze various linguistic structures and themes.
2. Enable students to convert their linguistic knowledge into practical, applied, and analytical reality for language structures and their uses in various fields of life.
3. Provide students with a robust research environment that is conducive to applying research skills.
4. Engage students in international linguistic research activities and publication.
5. Provide students with modern techniques for data elicitation and analysis.
6. Improve students' critical thinking and creativity.
7. Prepare highly-qualified faculty members to teach linguistics in Saudi universities and serve in other sectors.
8. Prepare highly-qualified linguistics' specialists who can participate in different linguistic community events and services.

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

The PhD 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 PhD Program Vision:

> *A pioneering and sustainable PhD program in Linguistics that fosters academic excellence, cutting edge research, robust job prospects, interlingual and intercultural communication and civic engagement.*

The mission and goals of the program are in perfect alignment with those of the college. There are three main aspects of the college mission and goals: Learning, research and community

service, and the linguistics program contribute to all these. For learning, the program "enables students to scientifically evaluate and analyze various linguistic structures and themes and to convert their linguistic knowledge into practical, applied, and analytical reality for language structures and their uses in various fields of life ". For research, the program aspires to "provide students with a robust research environment that is conducive to applying research skills", "engage students in international linguistic research activities and publication" and "to provide students with modern techniques for data elicitation and analysis". As for community service, it prepares "highly qualified faculty members in the field of theoretical & applied linguistics to teach linguistics in Saudi universities and serve in other sectors" and "prepare highly-qualified linguistics' specialists who can participate in different linguistic community events and services".

4. Graduate Attributes:

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

1. **Expertise**
   a. Acquires an in-depth understanding of a substantial body of knowledge which is at the forefront in their field of learning.
   b. Recognizes the changing disciplinary environment and knows how to critically analyze knowledge within and across their discipline to integrate knowledge effectively in an interdisciplinary context.

2. **Teaching Excellence**
   Communicates knowledge of the discipline for the education of others.

3. **Self-directed and Lifelong Learning**
   a. Operates independently showing autonomous initiative to acquire knowledge, explore new areas in the discipline, and accomplish clearly defined goals.
   b. Applies key rhetorical skills based on valid knowledge when presenting suggestions or during discussions to persuade viewpoints or achieve aims.
   c. Proactive when handling difficulties in research or other professional activities.

4. **High-performance (Transferrable) Skills**
   Competency in a broad range of capabilities in addition to discipline related expertise to function efficiently in an academic or any work environment. These skills include problem solving, communicating effectively, time management, using sound information and communication technology, creative and critical thinking.

5. Ethical Practice

Adheres to ethical conduct in research committing to truth and accuracy, allocating credit and authorship to avoid plagiarism.

6. Societal and Cultural Competence

Appreciates diverse cultural perspectives and engages actively, ethically, and respectfully in different environments; academic or other public or private sectors of society.

7. Research Excellence

a. Utilizes comprehensive knowledge to design, conduct and manage research at a level of originality and quality.

b. Applies research methodologies, and theoretical perspectives effectively.

c. Communicates and explains complex concepts and research ideas to diverse audiences in a logical and articulate form.

8. Team work and Leadership

a. Works effectively in a collaborative environment through a willingness to interact, reflect and acknowledge others' views.

b. Demonstrates effective leadership qualities in team environments, and works to achieve mutual goals.

5.Program Learning Outcomes*	
Knowledge and Understanding *Upon graduation students will be able to:*	
K1	Show comprehensive knowledge of the areas of theoretical linguistics including the phonological, structural, lexical, semantic, pragmatic, textual aspects of language in addition to principles of language acquisition, psycholinguistics and sociolinguistics.
K2	Demonstrate an understanding of the role of technology in linguistic studies and research
K3	Identify principles and tools of corpus linguistics
K4	Demonstrate the acquisition of the technical vocabulary, theoretical tools, and various forms of research methods necessary to read, reflect, criticize and conduct research in theoretical linguistics
Skills *Upon graduation students will be able to:*	
S1	Analyze the linguistic aspects of language scientifically.
S2	Compare the linguistic aspects of different languages on various levels
S3	Use current technological tools to study language/ language applications.
S4	Apply linguistic theories and approaches in different linguistic tasks, text analyses and research.

	Values	
	Upon graduation students will be able to:	
V1	Conduct research in accord with the ethical standards and best practices of the discipline.	
V2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills.	
V3	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres.	
V4	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations.	

C. Curriculum

1. Study Plan Structure

Theoretical Linguistics				
Program Structure		**No. of Courses**	**Credit Hours**	**Percentage**
Course	Required	12	48	78.7%
	Elective	-	-	-
Graduation Project (if any)		-	-	
Thesis (if any)		1	18	27.3%
Field Experience(if any)		-	-	-
Others (.....)		-	-	-
Total		13	66	100%

2. Program Courses:

Theoretical Linguistics					
Level	**Course Code**	**Course Title**	**Required or Elective**	**Pre-Requisite Courses**	**Credit Hours**
Level 1	LNG 7102	Research Methods in Linguistics	Required	-	4
	LNG 7150	Corpus Linguistics	Required		4
Level 2	LNG 7163	Sociolinguistics	Required	LNG 7102 LNG 7150	4
	LNG 7175	Discourse analysis	Required	LNG 7102 LNG 7150	4
Level 3	LNG 7162	Language Acquisition and Bilingualism	Required	LNG 7163 LNG 7175	4
	LNG 7165	Psycholinguistics	Required	LNG 7163 LNG 7175	4
Level 4	LNG 7241	Advanced Phonology	Required	LNG 7162 LNG 7165	4
	LNG 7243	Advanced Semantics	Required	LNG 7162 LNG 7165	4

Level 5	LNG 7242	Advanced Syntax	Required	LNG 7241 LNG 7243	4
	LNG 7244	Advanced Pragmatics	Required	LNG 7241 LNG 7243	4
Level 6	LNG 7251	Contrastive Linguistics		LNG 7242 LNG 7244	4
	LNG 7252	Advanced Topics in Linguistics	Required	LNG 7242 LNG 7244	4
Level 7	LNG 7301	Comprehensive Exams	Required	LNG 7251 LNG 7252	0
Level 8	LNG 7399	Dissertation	Required	LNG 7301	18

3. Course Specifications
Insert hyperlink for all course specifications using NCAAA template

Click here

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)

Theoretical Linguistics												
Course code & No.	**Program Learning Outcomes**											
	Knowledge and understanding				**Skills**				**Values**			
	K1	**K2**	**K3**	**K4**	**S1**	**S2**	**S3**	**S4**	**V1**	**V2**	**V3**	**V4**
LNG 7102	P	P	P	P	I	I	P	I	P		P	P
LNG 7150	I	I	I	I	P	I	P	P	M	P	M	M
LNG 7163	P	P	P	P	P	P	M	P	M	M	M	M
LNG 7175	I	P	P	P	P	P	I	P	M	M	M	M
LNG 7162	P	I	I	P	I	P	P	P	M	M	M	M
LNG 7165	I	P	I	I	I	P	P	I	M	M	M	M
LNG 7241	M	M	M	M	P	P	P	P	M	M	M	M
LNG 7243	P	P	P	P	P	P	P	P	M	M	M	M
LNG 7242	M	M	M	M	P	P	P	P	M	M	M	M
LNG 7244	P	M	P	P	M	M	P	P	M	M	M	M
LNG 7251	M	M	M	M	M	M	M	M	M		M	M
LNG 7252	M	M	M	M	M	M	M	M	M		M	M
LNG 7399	M	M	M	M	M	M	M	M	M		M	M

* Add a table for each track (if any)

## 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.

Teaching and learning strategies to achieve the Ph.D. degree for doctoral candidates are based on the following notions and pedagogical concepts and methods:

1. **"Teaching for Understanding Strategy":** This strategy enables the PH.D. students to become aware of current conceptions and issues of theoretical linguistics. The instructors in this strategy are mainly concerned with highlighting inconsistencies in learners 'conceptions of some

linguistic topics and their consequences and reflections in real life situations. The "Teaching for Understanding Strategy" is more related to the program learning outcomes falling in the area of the knowledge domain.

2. "**Knowing What and Knowing How strategies"**: The Instructors of the PH.D. program are involved in focusing on main linguistics topics that cause problematic issues by helping their students distinguish between 'knowing how' and 'knowing what' methods. "Knowing how" introduces the students to innovative strategies and alternate between them to learn specific theories of linguistics presented to them on a preliminary basis. "Knowing what" is a strategy initiated by the program instructors to help their students decided on what topics are given priorities to learn in their Ph.D. program. When the program instructors enhance this strategy, they can improve their students' awareness of the most up-to-date theories, topics, and research relevant to their field. The "Knowing What and Knowing How strategies" are more related to the program learning outcomes falling in the area of skills.

3. "**Lecturing"**: this strategy is an effective and useful pedagogical method the program professors use to introduce new topics and show relations between subjects. University professors also use this method of teaching to inspire their students by linking their learning insights and research interests to the excitement of research and scholarship to implementing the program learning outcomes. Moreover, by using lecturing as a teaching strategy, the program professors can infuse a study plan and a curriculum that incorporates graduate students' previous experiences with their immediate situation. In such a method of classroom lecturing, professors enhance their students' intentions in a way that prompts their learning experiences to facilitate discovery in the new realms in the field of linguistics. Moreover, lecturing should happen in a way that leads graduate students to recognize their times of tensions, uncertainties of their knowledge areas, and ambiguous or unresolved aspects in their course fields. The "Lecturing strategy "is more related to the program learning outcomes falling in the area of competence.

4. "**E- learning and online classroom strategies"**: With the introduction of new technologies in the cyber space-age, the P.H. D. program professors have already upgraded their model of teaching beyond the traditional transmission platforms. There has been, in recent times, considerable availability of a wide diversity of technology tools to be used in the teaching and learning process at the program. Lectures should not dominate a great deal of teaching delivery, which is a cost-effective way of delivering course work to large enrolment classes—traditional delivery of coursework is against student engagement, creativity, and motivation. Further, the impact of a large lecture load within a tight timescale is often also problematic for lecturing staff.
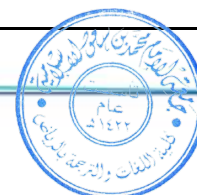
Consequently, professors in the Ph.D. program are now becoming more capable of using online teaching and learning instrumentation. With technology tools, professors can enhance online communication and collaboration between them and their students at convenient times. The professors can also use different levels of teaching with technology to improve students' creativity and foster their critical research and exploration skills. The "Virtual learning and online classroom strategies" are more related to the program learning outcomes falling in the area of competence domain.

5. "**Problem-Inquiry- Based Learning Strategy":** this strategy will include different methods that suit level- eight -Ph.D. students of the program. For example, Project Work, Online Conference courses based on e-Learning. Moreover, the integration of Laboratory works using language labs. Additionally, Field Work, along with Clinical Practices, are used in the dissertation phase to collect data and obtain research results. Other areas of this strategy can be implemented in the form of Practical Skills, workshops, and seminars that are held periodically to discuss some research issues or theoretical topics related to the course content of the program. The "Problem-Inquiry- Based Learning Strategy" is more related to the program learning outcomes falling in the area of skills competence domains.

6. "**Independent learning strategy**": in which PhD candidates takes full command of learning certain concepts by researching, reading, independently looking for knowledge via all possible venues.

7. "**Project based learning strategy**": in which candidates collaborate together or work individually on specific linguistic projects/ research topics to reach the required project outcomes.

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.

Indirect Assessment of Program Learning Outcomes:

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:

A) **Following-up with the relevant KPIs which include**:

- 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

B) **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 (if any)

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: Click here

1. Student Admission and Transfer Requirements, and Courses Equivalency

University Enrolment Requirements:

1. Saudi nationality or an official grant on an exchange program if not a Saudi
2. A university degree obtained from a Saudi or other recognized university
3. Good behavior and medical fitness
4. Two letters of recommendation delivered by the candidate's former instructors
5. Employer's permission if applicable

NB: The candidate is not authorized to concurrently enroll in two programs

Department of English Enrolment Requirements:

1. Holding a BA and MA degrees in one of the following majors with a minimum GPA of (3.75 out of 5.00):
   a. BA/MA in English Language
   b. BA/MA in English Literature
   c. BA/MA in English Language and Literature
   d. BA/MA in English Language and Linguistics

  e. BA/MA in English Language and Translation

2. At least 80 points in the Post-Graduate General Aptitude Test (Qiyas)
3. A minimum IELTS academic score equal to (7) or its TOEFL equivalent (especially in writing and reading skills)
4. A model of a student's research production, which can be either a paper presented to the MA courses or the MA thesis
5. A statement letter (written in English) on the purpose of the study
6. Passing the program admission test and admission interview
7. Selecting the best candidates having prior experience and training record in case of equal candidates' scores or excess in the number of applicants to the program
8. 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 PhD Program of Literature 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 if need be to 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 doctoral 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	- Recent publications in the field - Professional renown as academics - Recognized supervisory skills and contributions	1	1	
Associate Professors	4	4	- Recent publications in the field - Professional renown as academics - Recognized supervisory skills and contributions	2	2	
Assistant Professors	6	6	- Specialist background in linguistics - Combined profile (academic and professional experience in literature)	3	3	
Lecturers	4	4	- Experience in tutorial work - Current enrollment in postgraduate programs	2	2	
Teaching Assistants	4	4	- Experience in tutorial work - Current enrollment in postgraduate programs	2	2	
Technicians and Laboratory Assistants	2	2	- Experience in equipment installation and maintenance	1	1	
Administrative and Supportive Staff	2	2	- Student mentoring skills	1	1	
Others (specify)	-	-	-	-	-	-
Total				12	12	

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 subscript 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 PhD students to widen their knowledge and to engage in research activities that are closely related to their PhD 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 PhD 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.

College Organizational Chart
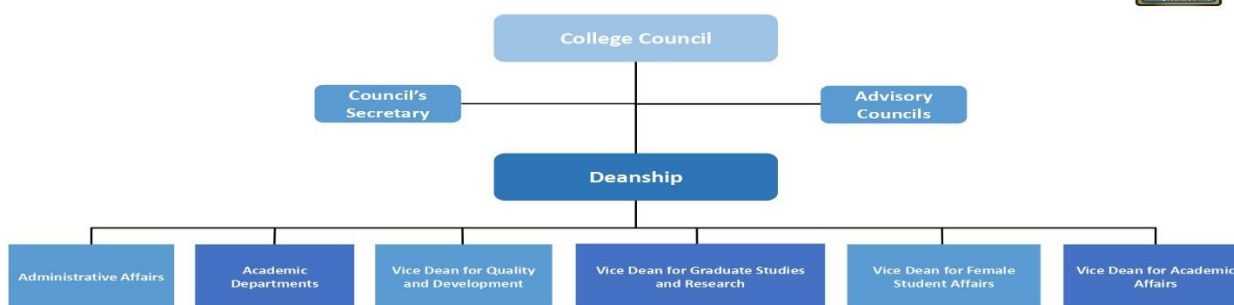
Source: College of Languages and Translation

In addition to the general organizational chart of the college, there is another specific organigram for higher studies (see flowchart below). It vertically links the MA and PhD coordinators to a chain of horizontal administrative units catering for the needs of the postgraduate program, including archiving, research activities, program design and revision, and students' affairs. This research-oriented departmentalization of the program administration is meant to ensure its smooth and efficient running.

Department of English Organizational Chart
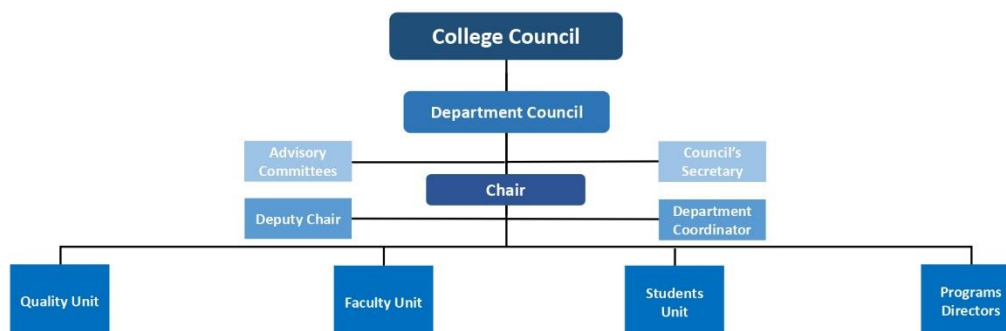
المصدر: كلية اللغات والترجمة

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.

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

Program quality monitoring procedures are done based on annual reviews and planning for improvement as follows:

1. The program provides a unified course specification for each of the courses.
2. The course specifications are written in view of the "National Qualification Framework."
3. The course specifications are to be observed by all instructors of the different sections in both the male and female campuses.
4. A subject coordinator and a course convener are appointed (from both the male and the female campuses) for each subject and each course to ensure that the new specification is followed.
5. A unified policy concerning textbooks, scope, and depth of coverage of content, exams, and marking rubrics are established.
6. Each instructor writes a course report for each course he/she is teaching
7. Teaching staff from the male and female sections have participation in monitoring program quality through surveys distributed to them to evaluate the program almost every semester or annually. Upon their evaluation plans for improvement, action plans are initiated for areas of weaknesses.

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)
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 six-year span.
Note: The PhD Program in Theoretical Linguistics 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	4 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

No	KPIs Code	KPIs	Target (100 %)	Measurement Methods	Measurement Time
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
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

Council / Committee	COLLEGE COUNCIL
Reference No.	MINUTES (22)
Date	19/8/1441

اعتماد
NCAAA

T15

Course Specifications
(Postgraduate Degree)

Course Title:	Contrastive Linguistics
Course Code:	LNG 7251
Program:	Doctor of Philosophy in Theoretical Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

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Table of Contents

A. Course Identification

1. Credit hours:	4 Hours	

2. Course type

☒ Required   ☐ Elective

3. Level/year at which this course is offered: Level 4 Year 2

4. Pre-requisites for this course (if any)**:**

LNG 901, 902, 903

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

None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	81.8%
2	Blended	8	18.2%
3	E-learning		
4	Distance learning		
	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	36
2	Laboratory/Studio	-
3	Seminars	8
4	**Others** (course activities, independent study, presentations, exams, reports)	*48
Total		**92 hours**

*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 key issues of contrastive linguistics. Generally, it seeks to prepare students to carry out synchronic, systematic comparisons of two or more languages with the aim of discovering crosslinguistic similarities or differences. Hence, the course facilitates uncovering language-specific, typological or universal features. This course also addresses how contrastive analyses can be carried out on the various micro-levels of linguistic structure (i.e., Phonology, Morphology, Syntax, and Semantics) as well as the macro-levels of linguistic structure including the pragmatic aspects of language. Furthermore, it equips students with the needed methods and knowledge to empirically test various linguistic hypotheses (mainly the strong and the weak version of the contrastive analysis hypothesis) through cross-linguistic analyses, and, hence, critique, devise, and develop these hypotheses.

2. Course Main Objective

This course aims to:

- Acquaint students with the key issues related to cross-linguistic studies

- Survey the methods utilized in cross-linguistic studies

- Enable students to conduct cross-linguistic analyses

- Enable students to critically probe theoretical claims and hypotheses

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Identify key issues in contrastive linguistics.	K1
1.2	Show the knowledge of technological tools in developing contrastive linguistics.	K2
1.3	Demonstrate thorough understanding of the applications of CS hypothesis in different language related fields.	K3
2.4	Show knowledge of technical vocabulary, theoretical tools and research methods of contrastive linguistics.	K4
2	**Skills** *By the end of the course students will be able to:*	
2.1	Conduct cross-linguistic micro (i.e. phonological, morphological, lexical, syntactic) and macro (i.e. pragmatic, text) analyses	S1, S2
2.2	Classify the assumed language specific, universal, or typological features of the analysed languages	S2
2.3	Assess the theoretical models utilized in the analysis	S4
2.4	Apply effectively research methodology in contrastive linguistics.	S4
3	**Values** *By the end of the course students will be able to:*	
3.1	Adhere to ethical practices in research	V1
3.2	Work effectively with peers and in teams in group activities	V2
3.3	Show individual responsibility to manage time, and meet deadlines.	V3
3.4	Demonstrate intellectual independence and proactive decision-making in various course work (research, term papers, essays …etc.)	V4

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Historical overview	3
2	Language Typology	3
3	Language Universals	3
4	Methods and research in Contrastive analysis	3
5	Contrastive Analysis strong and weak hypotheses	3
6	The Levels analysis: Phonology: comparing and contrasting two phonological systems (segmentals)	3
7	The Levels analysis: Phonology: comparing and contrasting two phonological systems (supra-segmentals)	3
8	Mid-term exam	3
9	The Levels analysis: Morphology: comparing and contrasting two morphological systems	3

10	Research proposal seminar	3
11	The Levels analysis: Syntax : comparing and contrasting two syntactic systems.	3
12	The Levels analysis: Semantics: comparing and contrasting two lexical systems	3
13	The Levels analysis: Pragmatics: comparing and contrasting two pragmatic systems.	3
14	The levels analysis: Text linguistics: comparing and contrasting two textual systems	3
15	Research paper presentation seminar	3
16	Revision, discussion and conclusion	3
17	*Final exam*	-
Total		**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
1.0	**Knowledge and Understanding**		
1.1	Identify key issues in contrastive linguistics.	- Lecture -Seminar -Tutorial -Class discussion	- Observation of seminar presentation - Group discussion - Exams - Assignments - Observation of group discussion
1.2	Show the knowledge of technological tools in developing contrastive linguistics.		
1.3	Demonstrate thorough understanding of the applications of CS hypothesis in different language related fields.		
1.4	Show knowledge of technical vocabulary, theoretical tools and research methods of contrastive linguistics.		
2.0	**Skills**		
2.1	Conduct cross-linguistic micro (i.e. phonological, morphological, lexical, syntactic) and macro (i.e. pragmatic, text) analyses	- Lecture - Seminar - Group discussion -Task based sessions	- Analysis Tasks - Research Paper - Written critique based on the research
2.2	Classify the assumed language specific, universal, or typological features of the analysed languages		
2.3	Assess the theoretical models utilized in the analysis		
2.4	Apply effectively research methodology in contrastive linguistics.		
3.0	**Values**		
3.1	Adhere to ethical practices in research	- Seminar - Students' presentations	- Research Paper - Analysis tasks - Assignments -Observation of presentation and seminar
3.2	Work effectively with peers and in teams in group activities		
3.3	Show individual responsibility to manage time, and meet deadlines.		
3.4	Demonstrate intellectual independence and proactive decision-making in various course work (research, term papers, essays …etc.)		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Presentation	Week 2-3	5%
2	Assignments	Week 4	5%
3	Analysis Tasks (contrasting two linguistic systems: in phonology, morphology, syntax and lexical system)	Week 5-7-8-9	15%
4	Research Proposal Seminar	9	10%
5	Research paper (Macro-linguistic levels and/or testing CA hypothesis)	13	15%
6	Written Critique	14	10%
8	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

Required Textbooks	- Altenberg, B., & Granger, S. (Eds.). (2002). *Lexis in contrast: corpus-based approaches* (Vol. 7). Netherlands: John Benjamins Publishing. - Enghels, R., Defrancq, B., & Jansegers, M. (2020). Reflections on the use of data and methods in contrastive linguistics. In R. Enghels, B. Defrancq, & M. Jansegers (Eds.), *New approaches to contrastive linguistics : empirical and methodological challenges* (Vol. 336, pp. 1–20). Berlin/Boston: De Gruyter. - James, C. (1986). *Contrastive Analysis*. Essex: Longman House. - Ke, P., Ke, & Zhu. (2019). *Contrastive linguistics*. Beijing: Peking University press and Springer - Krzeszowski, T. P. (2011). *Contrasting languages: The scope of contrastive linguistics* (Vol. 51). Berlin/Boston: De Gruyter. - Song, J. (2013).*The Oxford handbook of linguistic typology*. New York: Oxford University Press - Velupillai, V. (2012). *An introduction to linguistic typology*. Netherlands: John Benjamins Publishing.
Essential Reference Materials	1- Aijmer, K. (2020). Contrastive Pragmatics and Corpora, *Contrastive Pragmatics*, , 1-30. Doi: https://doi.org/10.1163/26660393-12340004 2- Aijmer, K., & Altenberg, B. (Eds.). (2013). *Advances in corpus-based contrastive linguistics: Studies in honour of Stig Johansson* (Vol. 54). Netherlands: John Benjamins Publishing. 3- Georgiafentis, M., Giannoulopoulou, G., Koliopoulou, M., & Tsokoglou, A. (2020). *Contrastive Studies in Morphology and Syntax*. London: Bloomsbury Academic. 4- González, M. D. L. Á. G., Mackenzie, J. L., & Álvarez, E. M. G. (Eds.). (2008). *Current trends in contrastive linguistics: functional and cognitive perspectives* (Vol. 60). Netherlands: John Benjamins Publishing. 5- Salkie, R. (2007). Naturalness and contrastive linguistics. In W. Teubert, & R. Krishnamurthy (Eds.), *Corpus Linguistics* (Vol. 4, pp. 336-351). (Critical concepts in linguistics). London: Routledge. 6- Siemund, P. (Ed.). (2011). *Linguistic universals and language variation* (Vol. 231). Berlin: De Gruyter. 7- Willems, D., Defrancq, B., Colleman, T., & Noël, D. (Eds.). (2003). *Contrastive analysis in language: identifying linguistic units of comparison*. New York: Palgrave Macmillan.

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries
Technology Resources (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 - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker
Other Resources (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
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) Annual Program Review (Direct)
Learning Resources & Facilities	• Students Faculty	➢ Student surveys (Indirect) Faculty surveys (Indirect)

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

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T15

Course Specifications
(Postgraduate Degree)

Course Title:	Language Acquisition and Bilingualism
Course Code:	LNG 7162
Program:	Doctor of Philosophy in Theoretical Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

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Table of Contents

A. Course Identification

1. Credit hours:	4 Hours

2. Course type	
☒ Required	☐ Elective

3. Level/year at which this course is offered:	Level 2 / Year 1
4. Pre-requisites for this course (if any):	LNG 801, 802, 803
5. Co-requisites for this course (if any):	
None	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	81.8%
2	Blended	8	18.2%
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: An introduction to ethnographic research	8
4	Others (course activities, independent study, presentations, exams, reports)	*44
Total		96 hours

B. Course Objectives and Learning Outcomes

1. Course Description

The course aims at leading students' interest to acquire a strong background in the cognitive foundations of language and research methodology and desire to apply this new-found knowledge to real-world situations. Students will examine universal, individual, and social sources of influence on the learning of additional languages later in life, or the development of late bilingualism. These include age; the linguistic environment; cognition; development of learner language; aptitude, motivation and other sources of individual differences; and social dimensions of additional language learning. Fundamental topics of this course include bilingual first and second language development; the role of input in lexical, grammatical, and literacy development of bilinguals; bilingual identities; cognitive benefits of bilingualism; and social, educational, and ideological forces that promote or hinder bilingualism. The course builds on the correlation between early and late bilingualism and emphasizes the central role that cognition, society, and education play in shaping multiple-language learning across the life span.

2. Course Main Objective

The main objective of this course is for students to gain knowledge of the correlation between language acquisition and bilingualism with a focus on the theories that have shaped the two fields. In more detail students will be able to:

1. Identify the gaps in research in the areas of language acquisition and bilingualism and formulate a plan for investigating them.
2. Explore the various roles of individual differences, social and cultural factors in linguistic research.
3. Exercise critical and independent reflection on the possible consequences of processes of linguistic change.

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Illustrate the external conditions that impact the development of individual bilingualism, such as bilingual education.	**K1, K2, K4**
1.2	Show the relationship between cognitive development and the individual's ability to speak two languages.	**K1, K4**
1.3	Identify common patterns and differences among bilingual speech communities	**K1, K2, K4**
1.4	Demonstrate the acquisition of terminology related to the acquisition of language and bilingualism.	**K4**
2	**Skills** *By the end of the course students will be able to:*	
2.1	Analyze literature of language acquisition and bilingualism to develop an understanding of research gaps.	**S1**
2.2	Formulate a hypothesis and design an empirical study to test the hypothesis.	**S1, S4**
2.3	Apply the fundamental concepts learnt through conducting ethnographic research (e.g. observation techniques).	**S3, S4**
2.4	Create well-developed projects that attempt to fill gaps in the field.	**S1, S2, S3, S4**
3	**Values** *By the end of the course students will be able to:*	
3.1	Collect and present data related to language acquisition and bilingualism abiding by the ethical standards in research.	**V1**
3.2	Demonstrate a capacity to work effectively in pairs and groups	**V2**
3.3	Show an ability to work independently, demonstrating initiative, self-organization and time-management in tackling and solving complex problems	**V3**
3.4	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations.	**V4**

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction: What is language acquisition and bilingualism?	3
2	Cognitive development of learner language Cognitive effects of bilingualism	3
3	Social dimensions of additional language learning	3
4	Social, educational, and ideological forces that promote or hinder bilingualism	3
5	Workshop	3
6	The role of individual differences in language acquisition and bilingualism	3
7	*Mid-term exam*	3
8	Individual Differences: Effect of Age on Acquisition	3
9	Individual Differences: Personality Factors	3
10	The role of input in lexical, grammatical, and literacy development of bilinguals	3
11	Seminar	3
12	Bilingual identities	3
13	Similarities and differences between early and late bilingualism	3
14	Observing Learning and Teaching in the second language acquisition /bilingual Classroom	3
15	Research Presentation	3
16	*Final exam*	3
Total		**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
1.0	**Knowledge and Understanding**		
1.1	Illustrate the external conditions that impact the development of individual bilingualism, such as bilingual education.	- Lectures - Discussion -Seminar -Task-based sessions	- Student presentations - Research papers - Assignments - Projects - Exams
1.2	Recognize the relationship between cognitive development and the individual's ability to speak two languages.		
1.3	Identify common patterns and differences among bilingual speech communities		
1.4	Demonstrate the acquisition of terminology related to the acquisition of language and bilingualism.		
2.0	**Skills**		
2.1	Analyze literature of language acquisition and bilingualism to develop an understanding of research gaps.	- Lectures - Discussion -Seminar -Task-based sessions	- Student presentations - Research papers - Assignments - Projects - Exams
2.2	Formulate a hypothesis and design an empirical study to test the hypothesis.		
2.3	Apply the fundamental concepts learnt through conducting ethnographic research (e.g. observation techniques).		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.4	Create well-developed projects that attempt to fill gaps in the field.		
3.0	**Values**		
3.1	Collect and present data related to language acquisition and bilingualism abiding by the ethical standards in research.	- Seminars -Presentation -Group Discussion	- Research papers - Projects - Presentations - Peer-work -Observation -Reflection
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	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	3 Assignments	Week 4, 7 and 10	30%
2	1 peer-work presentation (tests CLOs)	Week 12	5%
3	1 individual presentation (tests CLOs)	Week 13	5%
4	Research paper/ ethnographic project (tests CLOs and values)	Week 14	20%
5	Final exam	Week 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

Required Textbooks	- Grosjean, F. (2010). *Bilingual Life and Reality*. Cambridge, MA: Harvard University Press. - Heller, Monica (ed.). 2007. *Bilingualism: A Social Approach*. London/New York: Palgrave Macmillan. - Sanz, Cristina (ed.). 2005. Mind and context in adult second language acquisition. *Methods, Theory, and Practice*. Washington, DC: Georgetown University Press. - Saville-Troike, M., & Barto, K. (2016). *Introducing second language acquisition*(3rd ed.). Cambridge: Cambridge University Press.
Essential Reference Materials	1- Edwards, J. (2012). *Multilingualism*. London: Continuum. 2- Jackson, J. (2008). *Language, identity and study abroad*. London: Equinox. 3- Jackson, J. (2010). *Intercultural Journeys from Study to Residence Abroad*. Basingstoke: Palgrave. 4- Blackledge, A., & Pavlenko, A. (2004). *Negotiation of Identities in Multilingual Contexts*. Bristol: Multilingual Matters. 5- Pavlenko, A. (2007). *Bilingual minds*. Clevedon: Multilingual Matters. 6- Alonso, R. (Ed.). (2016). *Crosslinguistic Influence in Second Language Acquisition*. Bristol: Multilingual Matters. 7- Ortega, L. (2009). Understanding second language acquisition. London: Hodder Arnold. 8- De Houwer, A.(2009). An introduction to bilingual development. Clevedon, UK: Multilingual Matters.

	9- Muir, C. (2020). *Directed Motivational Currents and Language Education Exploring Implications for Pedagogy*. Bristol: Multilingual Matters.
Electronic Materials	
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries
Technology Resources (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 - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker
Other Resources (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
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) ➢ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		➢ Annual Program Review (Direct)
Learning Resources & Facilities	• Students • Faculty	➢ Student surveys (Indirect) ➢ Faculty surveys (Indirect)

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

T15

Course Specifications
(Postgraduate Degree)

Course Title:	Advanced Pragmatics
Course Code:	LNG 7244
Program:	Doctor of philosophy in Theoretical Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

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A. Course Identification

1. Credit hours:	4 hours

2. Course type

☒ Required	☐ Elective

3. Level/year at which this course is offered:	Level 4 / Year 2
4. Pre-requisites for this course (if any):	LNG 901, 902, 903

5. Co-requisites for this course (if any)**:**
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	36	81.8%
2	**Blended**	8	18.2%
3	**E-learning**		
4	**Distance learning**		
5	**Other**		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	**Lecture**	36
3	**Laboratory/Studio**	-
4	**Seminars**	8
5	**Others** (course activities, independent study, presentations, exams, reports)	*48
Total		**92 hours**

*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 an advanced study of pragmatics that focuses not only on knowledge of pragmatic meaning of utterances and how it is different from the semantic meaning but also requires student to delve into the theoretical frameworks of pragmatic analysis. Students will encounter the literature in this area and also cover the ways in which the context and form of an utterance interact to affect the understanding of meaning, and examine the context components; the basis of the relationship between the addresser and the addressee in a specific linguistic system. The direction of the course is mainly student-centered where comprehensive readings and knowledge in pragmatics will help students experiment and present original ideas.
2. Course Main Objective
The main objectives of this course is to enable students to:

1- Differentiate between semantics, the study of the conventional meaning carried by words and sentences, and pragmatics, the study of how speakers use words and sentences to convey meaning in context.

2. Analyze the impact of truth conditions, elements of context, and speaker's intention on the interpretation of meaning.

3- Conduct a series of studies analyzing a sample of conversation (they collect) in light of the selected pragmatic theories and topics.

4- Differentiate between pragmatic research approaches and tools and sociolinguistic ones, especially in relation to the research areas that are covered by both disciplines.

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Identify the different ways in which context contributes to linguistic interpretation and how such interpretation is different from the semantic meaning of words and sentences.	**K1**
1.2	Demonstrate the knowledge of technological tools in developing the course of pragmatics.	**K2**
1.3	Describe the specific interplay between context and meaning in a broad variety of domains, including reference, deixis/anaphora, implicature, presupposition, speech act theory, and politeness theory	**K3**
1.4	Recognize pragmatic terminology, theoretical tools and research methods.	**K4**
2	**Skills** *By the end of the course students will be able to:*	
2.1	Examine the different ways context and speaker's intention contribute to linguistic interpretation	**S1**
2.2	Analyze a 30-minute spontaneous conversation which they collect in light of every topic covered	**S2**
2.3	Use up-to-date technological tools to study and show the implications of pragmatics.	**S3**
2.4	Evaluate the applicability of pragmatic theories and approaches in different tasks.	**S4**
3	**Values** *By the end of the course students will be able to:*	
3.1	Carry out research in pragmatics that adheres to academic ethical principles.	**V1**
3.2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, and research proficiencies.	**V2**
3.3	Show individual responsibility through managing study time, course work and meeting deadlines.	**V3**
3.4	Show an ability to work independently and proactively in all course tasks.	**V4**

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Pragmatics, Semantics, Fundamentals of Meaning *Suggested reading*: Chierchia, Gennaro, & McConnell-Ginet, Sally. (2000). Meaning and grammar: An introduction to semantics.	3
2	The semantic- pragmatic interface *Suggested reading*: Jaszczolt, K. M. (2010). Semantics-pragmatics interface	3
3	Presupposition *Suggested reading*: Stalnaker, R. (1974). Pragmatic presuppositions	3
4	Reference and speakers intentions *Suggested reading*: Kepa Korta and John Perry, *Critical Pragmatics: An Inquiry into Reference and Communication*	3
5	Deixis (temporal and Spatial) *Suggested reading*: Enfield, N. J. (2003). The definition of WHAT-d'you-call-it: Semantics and pragmatics of recognitional deixis	3
6	Grice's cooperative maxim's and conversational implicature *Suggested reading*: Grice, H. P. (1989). Logic and conversation. Wilson, D. (2010). Relevance theory	3
7	*Mid-term exam*	3
8	Speech acts theory *Suggested reading*: Jucker, A. H. (2009). Speech act research between armchair, field and laboratory: The case of compliments	3
9	Universal pragmatics *Suggested reading*: Habermas, Jürgen *(1979). Communication and the Evolution of Society.* Habermas, Jürgen *(1987). The Theory of Communicative Action.*	3
10	Cross-cultural pragmatics *Suggested reading*: Wierzbicka, A. (2003). *Cross-cultural pragmatics: The semantics of human interaction* Thomas, J. (1983). Cross-cultural pragmatic failure.	3
11	Pragmatics and power *Suggested reading*: Harris, S. (1995). Pragmatics and power.	3
12	Pragmatics and power *Suggested reading*: Harris, S. (1995). Pragmatics and power.	3
13	Experimental pragmatics *Suggested reading*: I. A. Noveck & D. Sperber (Eds.), *Experimental pragmatics* Kasper, G. (2008). Data collection in pragmatics research	3
14	Experimental pragmatics *Suggested reading*:	3

	I. A. Noveck & D. Sperber (Eds.), *Experimental pragmatics* Kasper, G. (2008). Data collection in pragmatics research	
15	Presentations	3
16	*Final exam*	3
	Total	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
1.0	**Knowledge and Understanding**		
1.1	Identify the different ways in which context contributes to linguistic interpretation and how such interpretation is different from the semantic meaning of words and sentences.	- Lectures - Monitoring and guidance	- Oral discussion - Final exam - Presentations - Problem sets
1.2	Demonstrate the knowledge of technological tools in developing the course of pragmatics.		
1.3	Describe the specific interplay between context and meaning in a broad variety of domains, including reference, deixis/anaphora, implicature, presupposition, speech act theory, and politeness theory		
1.4	Recognize pragmatic terminology, theoretical tools and research methods.		
2.0	**Skills**		
2.1	Examine the different ways context and speaker's intention contribute to linguistic interpretation	- Monitoring and guidance	- Assignments - Final exam - Term paper Presentations and exams assignments, final exam
2.2	Analyze a 30-minute spontaneous conversation which they collect in light of every topic covered		
2.3	Use up-to-date technological tools to study and show the implications of pragmatics.		
2.4	Evaluate the applicability of pragmatic theories and approaches in different tasks.		
3.0	**Values**		
3.1	Carry out research in pragmatics that adheres to academic ethical principles.	- Supervision and guidance - Classroom Seminar	- Term paper - Team assignment - Term paper - Assignment
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	Reading the assigned material and present it and discuss it in class	Weekly	15%
2	Individual assignments	3,10	10%
3	Team assignment	8	10%
4	Term paper	12	10%
5	Presentation	6	15%
6	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

Required Textbooks	- Levinson, S.C. (1983) *Pragmatics*, Cambridge University Press.
Essential Reference Materials	1- Austin, J. (1962). *How to do things with words*. Oxford University Press. 2- Searle, J.R. (1972) *Speech Acts*, Alden: London. 3- Brown, P. & Levinson, S. (1978). *Politeness: Some universals in language usage*. Cambridge University Press. 4- Grice, H.P. (1971) "Meaning" in P.F. Strawson (ed.) *Philosophical Logic*, Oxford University Press. 5- Grice, H. P. (1989). *Studies in the way of words*. Cambridge (MA): Harvard University Press. 6- Leech, G. (1980) *Language and Tact: Pragmatics and Beyond Series*, Benjamins: Amsterdam. 7- Leech, G. (1983). *Principles of pragmatics*. London: Longman. 8- Levinson. S. (2000). *Presumptive meaning: the theory of generalized conversational implicatures*. MIT Press. 9- Chierchia, Gennaro, & McConnell-Ginet, Sally. (2000). Meaning and grammar: An introduction to semantics. 10- Jaszczolt, K. M. (2010). Semantics-pragmatics interface 11- Stalnaker, R. (1974). Pragmatic presuppositions *12- Kepa Korta and John Perry, Critical Pragmatics: An Inquiry into Reference and Communication* 13- Grice, H. P. (1989). Logic and conversation. 14- Wilson, D. (2010). Relevance theory 15- Enfield, N. J. (2003). The definition of WHAT-d'you-call-it: Semantics and pragmatics of recognitional deixis 16- Habermas, Jürgen *(1979). Communication and the Evolution of Society.* *17- Habermas, Jürgen (1987). The Theory of Communicative Action* *18- Wierzbicka, A. (2003). Cross-cultural pragmatics: The semantics of human interaction* 19- Thomas, J. (1983). Cross-cultural pragmatic failure. 20- Harris, S. (1995). Pragmatics and power. 21- I. A. Noveck & D. Sperber (Eds.), *Experimental pragmatics* 22- Kasper, G. (2008). Data collection in pragmatics research 23- I. A. Noveck & D. Sperber (Eds.), *Experimental pragmatics* 24- Kasper, G. (2008). Data collection in pragmatics research
Electronic Materials	https://dept.english.wisc.edu/rfyoung/eng-905.fall2013.syllabus.html
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries
Technology Resources (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.

Item	Resources
	- Blackboard - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker
Other Resources (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
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) ➢ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) ➢ Annual Program Review (Direct)
Learning Resources & Facilities	• Students • Faculty	➢ Student surveys (Indirect) ➢ Faculty surveys (Indirect)

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

T15

Course Specifications
(Postgraduate Degree)

Course Title:	Advanced Topics in Linguistics
Course Code:	LNG 7252
Program:	Doctor of philosophy in Theoretical Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification

1. Credit hours:	4 Hours	
2. Course type		
☒ Required	☐ Elective	
3. Level/year at which this course is offered:	Level 4 / Year 2	
4. Pre-requisites for this course (if any):	LNG 901, 902, 903	
5. Co-requisites for this course (if any):		
None		

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	81.8%
2	Blended	8	18.2%
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	-
4	Seminars	8
5	Others (course activities, independent study, presentations, exams, reports)	*48
Total		**92 hours**

*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 final-year course is a survey course that builds on the knowledge of linguistic theories acquired in earlier courses. Students are given the opportunity to work on a topic of interest in linguistics— as manifested in investigations of the core areas of phonetics, phonology, morphology, syntax and semantics—to facilitate the development of a possible thesis topic. The course covers both the theoretical and practical topics in the field of linguistics to explore one or more main schools/theories of linguistics (Historicism, structuralism and generativism). It also surveys the modern applications of linguistic theories to various disciplines (in humanities, sciences, etc.). Major topics include language typology, natural language processing, corpus linguistics, clinical linguistics (language disorders, speech therapy), forensic linguistics, rhetoric (the language of politics), etc.

2. Course Main Objective

The main aim of this course is to enable students to:

1- assess the major theories of linguistics

2- utilize the modern empirical studies in humanities and sciences in linguistics

3- identify the common features of languages and their impact on the linguistic analysis

4- understand the current applications of linguistics

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Recognize the main theories of linguistics.	**K1**
1.2	Reveal understanding of the role of technology in research and topics in linguistics.	**K2**
1.3	Outline the different approaches of language description.	**K3**
1.4	Demonstrate the acquisition of technical vocabulary, theoretical tools and research methods in advanced topics in linguistics.	**K4**
2	**Skills** *By the end of the course students will be able to:*	
2.1	Demonstrate various linguistic theories in various contexts.	**S1, S2, S3**
2.2	Analyze linguistic components of language.	**S1, S3**
2.3	Evaluate the feasibility of a linguistic theory for application.	**S4**
2.4	Write abstracts that pose research questions that are original and add knowledge to the field.	**S3, S4**
2.5	Critique a linguistic theory using information and critical resources from databases to support arguments.	**S4**
3	**Values** *By the end of the course students will be able to:*	
3.1	Carry out research in accord with academic ethical standards.	**V1**
3.2	Demonstrate responsibility in completing assigned tasks through effective time management	**V3**
3.3	Demonstrate self-learning practices and intellectual independence in coursework.	**V4**

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Linguistics as A Science	3
2	Traditional Theory Prescriptive Grammar	3
3	Historical/Comparative Theory	3
	Structural Theory Saussure Sapir	3
4	Structural Theory Bloomfield	3
5	Generative Theory Chomsky	3
6	Generative Theory (cont'd) Chomsky	3

7	*Mid-term exam*	3
8	Functional /Contextual Theory Halliday	3
9	Corpus linguistics	3
10	Corpus linguistics	3
11	Clinical linguistics	3
12	Clinical linguistics	3
13	Forensic linguistics	3
14	Forensic linguistics	3
15	NLP	3
16	*Final exam*	3
Total		**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
1.0	**Knowledge and Understanding**		
1.1	Recognize the main theories of linguistics.	- Lecture - Student Seminar presentation -Discussion	- Oral discussion - Reading -Abstracts - Final exam - Paper - Presentation
1.2	Reveal understanding of the role of technology in research and topics in linguistics.		
1.3	Outline the different approaches of language description.		
1.4	Demonstrate the acquisition of technical vocabulary, theoretical tools and research methods in advanced topics in linguistics.		
2.0	**Skills**		
2.1	Demonstrate various linguistic theories in various contexts.	- Lecture - Guiding and monitoring sessions -Student Seminar presentation	- Oral discussion - Reading -Abstracts - Final exam - Paper - Presentation
2.2	Analyze linguistic components of language.		
2.3	Evaluate the feasibility of a linguistic theory for application.		
2.4	Write abstracts that pose research questions that are original and add knowledge to the field.		
2.5	Critique a linguistic theory using information and critical resources from databases to support arguments.		
3.0	**Values**		
3.1	Carry out research in accord with academic ethical standards.	- Student Seminar presentation	- Paper - Presentation - Oral discussion - Project - Midterm
3.2	Demonstrate responsibility in completing assigned tasks through effective time management		
3.3	Demonstrate self-learning practices and intellectual independence in coursework.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assigned reading	weekly	10%
2	Chapter review	3	10%
3	Presentation	6	10%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
4	Midterm	7	15%
5	A critique	9	15%
6	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

Required Textbooks	- Sampson, G. (1980). *Schools of Linguistics*. Stanford: Stanford University Press.

	- Chomsky, N. (2000). *New Horizons in the Study of Language and Mind*. Cambridge: Cambridge University Press.
Essential Reference Materials	1- Bloomfield , L. (1933). *Language*. New York: Holt, Rinehart and Winston . 2- Saussure , F. (1959). *Course in General Linguistics*. New York: McGraw Hill. 3- Chomsky , N. (1957). *Syntactic Structures*. The Hague: Mouton. 4- Chomsky , N. (1959). " Review of B.F.Skinner's 'Verbal Behaviour'. *Language* 35 (1) :26-58. 5- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press. 6- Chomsky, N. (1986). *Knowledge of Language: Its Nature ,Origin ,and Use* .New York: Praeger. 7- Chomsky, N. (1995). *The Minimalist Program*. Cambridge, MA: MIT Press. 8- Halliday ,M. (1994). *An Introduction to Functional Grammar*. London: Arnold. 9- Harris, Z. (1951). *Methods in Structural Linguistics*. Chicago: University of Chicago Press. 10- Pinker, S. (2007). *The Language Instinct* (1994/2007) . New York, NY: Harper Perennial Modern Classics. 11- Collins, P. (2002) *Language Universals and Variation*. Praeger. 12- Cummings, L. (2008) *Clinical Linguistics*. Edinburgh University Press. 13- McMenamin, G. (2002) Forensic Linguistics: Advances in Forensic Stylistics. London: CRC Press. 14- Simpson, P. (1993) *Language, Ideology and Point of View*. London: Routledge. 15- Shopen, T. (ed.) (2007) *Language Typology and Syntactic Description*. Cambridge University Press. 16- Langacker, R. W. (2008). *Cognitive grammar: a basic introduction*. Oxford: Oxford University Press. 17- Schmid HJ. (2012) Linguistic Theories, Approaches, and Methods. In: Middeke M., Müller T., Wald C., Zapf H. (eds) English and American Studies. J.B. Metzler, Stuttgart
Electronic Materials	https://journals.sagepub.com/home/eng
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries

Item	Resources
Technology Resources (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 - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker
Other Resources (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
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	• Students • Faculty	➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

T15

Course Specifications
(Postgraduate Degree)

Course Title:	Advanced Syntax
Course Code:	LNG 7242
Program:	Doctor of Philosophy in Theoretical Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

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Table of Contents

A. Course Identification

1. **Credit hours:**	4 Hours

2. **Course type**	
☒ Required	☐ Elective

3. **Level/year at which this course is offered:**	Level 3 / Year 2

4. **Pre-requisites for this course** (if any):	LNG 851, 852, 853

5. Co-requisites for this course (if any):
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	81.8%
2	Blended	8	18.2%
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	8
4	Others (independent study, research, assignments, coursework)	*48
Total		**92 hours**

*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 focuses on studying principles of morphological and syntactic analysis, as well as phrase and syntactic structures based on contemporary linguistic theories, with an emphasis on theoretical models and analytical approaches to syntax. This course focuses on the application of recent theoretical frameworks in syntactic analysis such as; TG, GB, x-bar theory and Minimalist Program. Students will also learn about the universality of morphological and syntactic analysis and practice it on different data sets. Students should also be encouraged to apply and evaluate theoretical concepts to another language.

2. Course Main Objective

The main objective of this course is for students to have a detailed understanding of modern syntactic literature and accordingly apply the current theoretical frameworks for syntactic analysis. This includes:

1- Understanding the role of the syntactic component and its interfaces within the Minimalist approach to the architecture of the grammar.

2- Applying and evaluate theoretical concepts to another language.

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Show global awareness and comprehensive theoretical knowledge of syntactic theory and of structural, lexical, semantic aspects of language.	**K1**
1.2	Show the role of technology in linguistic studies and research	**K2**
1.3	Identify principles and tools of sentence analysis.	**K3**
1.4	Demonstrate the acquisition of the technical vocabulary, theoretical tools, and various forms of research methods necessary to read, reflect, criticize and conduct research in syntactic theory.	**K4**
2	**Skills** *By the end of the course students will be able to:*	
2.1	Analyze the linguistic aspects of language scientifically	**S1**
2.2	Compare the linguistic aspects of different languages on various levels	**S2**
2.3	Use current technological tools to study sentence structure.	**S3**
2.4	Evaluate and test the applicability of syntactic theories/ approaches in different linguistic tasks and analyses	**S4**
3	**Values** *By the end of the course students will be able to:*	
3.1	Conduct research in accord with the ethical standards and best principles of the discipline	**V1**
3.2	Participates actively in group work and discussions related to syntax	**V2**
3.3	Carry out study and research independently	**V4**

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Cognitive approach to syntax	3
2	Consistency	3
3	Government and binding	3
4	x- bar theory	3
5	Basic issues in the Principles and parameters theory: Interaction of Principles within certain Parameters; Language specific examples and the question of basic word order; problems with the theory.	3
6	Workshop	3
7	From Principles and Parameters theory to the Minimalist Program: Discarding D-structure and S-structure. How does the computational system work in the Minimalist Program?	3
8	*Mid-term exam*	3
9	Logical form	3
10	Some Key concepts in the Minimalist Program	3
11	Minimalist approach	3
12	Seminar presentation	3
13	The base	3
14	Movement	3
15	Tutorial	3
16	*Final exam*	3
Total		**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
1.0	**Knowledge and Understanding**		
1.1	Show global awareness and comprehensive theoretical knowledge of syntactic theory and of structural, lexical, semantic aspects of language.	- Tutor led seminars; - Structure analysis exercises - Analysis exercises - Text analysis exercises -Virtual learning environment - Paper	- Participation - Test - Reaction paper
1.2	Recognize the role of technology in linguistic studies and research		
1.3	Identify principles and tools of sentence analysis.		
1.4	Demonstrate the acquisition of the technical vocabulary, theoretical tools, and various forms of research methods necessary to read, reflect, criticize and conduct research in syntactic theory.		
2.0	**Skills**		
2.1	Analyze the linguistic aspects of language scientifically	- Text analysis exercises; - Virtual learning environment - Tutor led seminars;	- Participation - Test - Reaction paper
2.2	Compare the linguistic aspects of different languages on various levels		
2.3	Use current technological tools to study sentence structure.		
2.4	Evaluate and test the applicability of syntactic theories/ approaches in different linguistic tasks and analyses		
3.0	**Values**		
3.1	Conduct research in accord with the ethical standards and best principles of the discipline	- Tutor led seminars; - Structure analysis paper - Analysis exercises - Text analysis exercises; - Virtual learning environment	- Reaction paper - Research paper - Oral presentation
3.2	Participates actively in group work and discussions related to syntax		
3.4	Carry out study and research independently		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation in class	Course duration	10%
2	Oral presentation	Course duration	10%
3	Reaction papers	3,7, 12	10%
4	Research paper	13	10%
5	Midterm	10	20%
6	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

Required Textbooks	- Carnie, A. (2013). *Syntax: A generative introduction. 3rd edition.* Wiley Blackwell. London - Radford, Andrew (1997). *Syntax: A Minimalist Introduction.* Cambridge: Cambridge University Press. - Radford, Andrew (2004). *Minimalist Syntax: Exploring the Structure of English.* Cambridge: Cambridge University Press.	
Essential Reference Materials	1- Fox, D. (2003) *Minimalist Syntax.* Edited by Randall Hendrick. Malden, MA: Blackwell. 2- Carnie, Andrew, Dan Siddiqi, and Yosuke Sato. 2014. *The Routledge Handbook of Syntax.* London	

Electronic Materials	https://www.academia.edu/21305808/A_Survey_of_Syntactic_Theories_in_the_20th_Century	
Other Learning Materials	1- Belletti, A. (2008) *Structure and Strategies*. Routledge. 2- Chomsky, N. (1995) *The Minimalist Program*. MIT Press. 3- Haegeman, L. (1994) *Introduction to Government and Binding Theory*. 2nd ed. Oxford: Blackwell. 4- Mel'čuk, A. (2006) *Aspects of the theory of morphology*. Berlin: Mouton.	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries
Technology Resources (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 - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Digital library

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) ➢ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) ➢ Annual Program Review (Direct)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Learning Resources & Facilities	• Students • Faculty	➢ Student surveys (Indirect) ➢ Faculty surveys (Indirect)

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

T15

Course Specifications
(Postgraduate Degree)

Course Title:	Advanced Semantics
Course Code:	LNG 7243
Program:	Doctor of philosophy in Theoretical Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification

1. Credit hours:	4 Hours	

2. Course type

☒ Required	☐ Elective	

3. Level/year at which this course is offered:	Level 3 / Year 2
4. Pre-requisites for this course (if any):	LNG 851, 852, 853
5. Co-requisites for this course (if any):	

None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	81.8%
2	Blended	8	18.2%
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	8
4	Others (course activities, independent study, presentations, exams, library, research, reports)	*48
Total		**92 hours**

*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

The course provides a critical study of new trends in the theories of meaning and semantic structures. It also explores semantic universals (how they are employed in comparing and explaining meanings across languages and cultures), logical deduction (how the linguistic meaning is represented by logic in order to provide a linguistic description of natural languages that can be utilized computationally), mental model theory, usage-based approaches, cognitive semantics, and minimalist semantics theories.

2. Course Main Objective

The main objective of the course is to engage students in comprehensive readings of semantic literature to critically analyze and research the new trends in theories of meaning and semantic structures and accordingly write up an original research that adds to the field.
1-Read the semantic literature and to learn how to apply formal methods of logic and formal semantics to the description of the meaning of words and sentences.
3- develop some understanding of the role of logic in describing and analyzing natural language semantics.
4- differentiate between a system-oriented and a usage-oriented approach.
5- Learn to devise rules for semantic structures driven from corpora.
6- Learn to represent the conceptual structure of languages.
7- Develop the ability to compare different languages at the semantic level.

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Demonstrate theoretical awareness and knowledge of semantics.	**K1**
1.2	Recognize the technological tools for developing the study of semantics.	**K2**
1.3	Describe the different types and approaches of meaning description	**K3**
1.4	Demonstrate global awareness of the universal and typological meaning structures.	**K4**
2	**Skills** *By the end of the course students will be able to:*	
2.1	Apply various semantic theories in various contexts.	**S1, S2, S3**
2.2	Compose a scholarly critique of semantic theories.	**S1, S3, S4**
2.3	Evaluate semantic theories applications in different contexts.	**S4**
2.4	Develop analytical papers of linguistic excerpts using critical thinking and problem-solving skills.	**S4**
3	**Values** *By the end of the course students will be able to:*	
3.1	Use linguistic (semantic related) data effectively in accord with the ethics of research	**V1**
3.2	Demonstrate active participation and collaboration in group work and discussions related to semantics	**V2**
3.3	Demonstrates an ability to act responsibly through managing study time, course work and meeting deadlines.	**V3**
3.4	Carry out study and research independently	**V4**

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Levels of meaning	3
2	Lexical semantics:	3
3	Internal semantic structure	3
4	Semantic relations	3
5	Polysemy, metonymy, prototype, etc	3
6	Workshop	3
7	*Mid-term exam*	3
8	Formal and Truth-conditional semantics	3
9	Compositionality	3
10	Entailment and Presupposition	3
11	Systemic Functional Grammar	3
12	Seminar	3
13	Cognitive Semantics	3
14	Conceptual metaphor, Categorization, Motion Events	3
15	Presentation	3
16	*Final exam*	3
Total		**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
1.0	**Knowledge and Understanding**		
1.1	Demonstrate theoretical awareness and knowledge of semantics.	- Traditional teaching - Guiding and monitoring - Seminars	- Oral discussion of the assigned material - Presentation - Final exam
1.2	Recognize the technological tools for developing the study of semantics.		
1.3	Describe the different types and approaches of meaning description		
1.4	Demonstrate global awareness of the universal and typological meaning structures.		
2.0	**Skills**		
2.1	Apply various semantic theories in various contexts.	- Traditional teaching - Guiding and monitoring - seminars	- Oral discussion of the assigned material - Assignment - Term paper - Final exam
2.2	Compose a scholarly critique of semantic theories.		
2.3	Evaluate semantic theories applications in different contexts.		
2.4	Develop analytical papers of linguistic excerpts using critical thinking and problem-solving skills.		
3.0	**Values**		
3.1	Use linguistic (semantic related) data effectively in accord with the ethics of research	Supervision and Guidance Classroom Seminar Supervision and Guidance	- Problem sets - Presentation - Participation in research papers' discussions - Term paper
3.2	Demonstrate active participation and collaboration in group work and discussions related to semantics		
3.3	Demonstrates an ability to act responsibly through managing study time, course work and meeting deadlines.		
3.4	Carry out study and research independently		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Reading the assigned material and present it and discuss it in class	Weekly	15%
2	Individual assignments	3, 10	10%
3	Team assignment	8	10%
4	Term paper	12	10%
5	Presentation	6	15%
6	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

Required Textbooks	- Riemer, N. (2010). *Introducing Semantics*. Cambridge: Cambridge University Press. - Saeed, J. (2016). *Semantics*. Wiley Blackwell.
Essential Reference Materials	1- Cruse, D. (1986) *Lexical Semantics*. Cambridge University Press, Cambridge. 2- Jackendoff, R. (1990). *Semantic Structures*. MIT Press. Cambridge 3- Levin, B. & Steven. (1991). *Lexical & Conceptual Semantics*. Blackwell. Cambridge. 4- Cann, R. (1993) *Formal Semantics: An Introduction*. Cambridge: Cambridge U.P. 5- Talmy, L. (2000) *Toward a Cognitive Semantics*. Cambridge, Mass.: The M.I.T. Press. 6- Emma B. (2004) *Minimal Semantics*. Oxford University Press. 7- Hagit B. (2005) *Structuring Sense*. Oxford University Press. 8- Evans, V. & Green, M. (2006). *Cognitive linguistics: an introduction*. Edinburgh: Edinburgh University.

	9- AJ Giannini. (2010) *Semiotic and semantic implications of "authenticity"*. Psychological Reports. 106(2):611-612.
	10- Pedro J. Chamizo-Domínguez (2007) *Semantics and Pragmatics of False Friends*. Routeldge.
	11- Alonso-Ovalle, Luis and Menéndez-Benito, Paula: forthcoming, 'Epistemic Indefinites', Linguistics Compass, Blackwell. Baker, C. Lee: 1970, 'Double Negatives', Linguistic Inquiry 1, 169-186.
	12- Beck, Sigrid: 2011, 'Comparison Constructions', in K. von Heusinger, C. Maienborn and P. Portner (eds.) Semantics, de Gruyter, pp. 1341-1390.
	13- Fox, Danny: 2003, 'On Logical Form', in Randall Hendrick (ed.), Minimalist Syntax, Blackwell, Oxford, pp. 82-95
	14- Geurts, Bart (2010). Quantity Implicatures. Cambridge University Press.
	15- Heim, Irene: 1992, The Semantics of Definite and Indefinite Noun Phrases, Ph. D. dissertation, University of Massachusetts at Amherst..
	16- Adger, S. Béjar, and D. Harbour (eds.), Phi Theory: Phi Features across Interfaces and Modules, Oxford University Press.
	17- Heim, Irene and Angelika Kratzer: 1998, Semantics in Generative Grammar, Blackwell, Oxford. Ladusaw, William: 1983, 'Logical Form and Conditions on Grammaticality', Linguistics and Philosophy 6, 373-392. Larson, Richard: 1995, 'Semantics', in Gleitman, Lila R., and Mark Liberman (eds.), An Invitation to Cognitive Science, Vol. 1: Language. MIT Press/Bradford Books, Cambridge, pp. 361-380.
	18- Partee, Barbara H.: 1995, 'Lexical Semantics and Compositionality', in Gleitman, Lila R., and Mark Liberman (eds.), An Invitation to Cognitive Science, Vol. 1: Language. MIT Press/Bradford Books, Cambridge, pp. 311-360.
	19- Partee, Barbara H, Alice ter Meulen, Robert E. Wall: 1993. Mathematical Methods in Linguistics, Kluwer, Dordrecht. Portner, Paul: 2005, What is Meaning? Fundamentals of Formal Semantics, Blackwell, Oxford.
	20- Sauerland, Uli. 2010. 'The Computation of Scalar Implicatures: Pragmatic, Lexical or Grammatical?', Language and Linguistics Compass 6/1, 36-49.
	21- Schwarz, Bernhard: 2011. 'Long Distance Indefinites and Choice Functions', Language and Linguistics Compass 5/12, 880-897. Szabolcsi, Anna: 2010. Quantification. Cambridge University Press.
Electronic Materials	https://academic.oup.com/jos/
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries

Item	Resources
Technology Resources (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 - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker
Other Resources (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
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct)
Learning Resources & Facilities	• Students • Faculty	➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect)

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

T15

Course Specifications
(Postgraduate Degree)

Course Title:	Advanced Phonology
Course Code:	ENG 7241
Program:	Doctor of philosophy in Theoretical Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

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Table of Contents

A. Course Identification

1. **Credit hours:**	4 Hours

2. **Course type**		
☒ Required		☐ Elective

3. **Level/year at which this course is offered:**	Level 3 / Year 2

4. **Pre-requisites for this course** (if any)**:**	LNG 851, 852, 853

5. **Co-requisites for this course** (if any)**:**
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	81.8%
2	Blended	8	18.2%
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	8
4	Others (Projects, library, research, Essays, theses, course activities, independent study, presentations, exams, reports)	48*
	Total	**92 hours**

*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 an introduction to the standard generative phonological theory. It discusses the fundamental premises of the generative model presented in The Sound Pattern of English (SPE) (Chomsky-Halle, 1968) as well as later post-SPE developments in phonological theory. The discussion concentrates both on the problem of phonological representations as well as on various aspects of phonological rules. The course covers areas such as: phonological features (comparison and contrast of the SPE-feature framework and post-SPE developments: binary versus privative/monovalent features, distinctiveness, redundancy, feature bundles versus feature trees), syllable (differences between the SPE [syllabic] feature format versus the post-SPE concept of syllable as a phonological constituent) and constraints on syllabification (Sonority Sequencing, Generalization, language-specific constraints, for example Obstruent Sequencing Suspension in Arabic or *stop-nasal constraint in English). The analyses of phonological structures of English and other languages introduce students to the problem of rule interaction, ordering and rule types (transparent versus opaque rules, disjunctive ordering, conjunctive ordering, rule cyclicity) as well as various conditions on rule application, such as the Alternation Condition, Strict Cyclicity and the Elsewhere Condition. During the course, students investigate a number of phonological problems based on linguistic data from English and other languages and try to solve them. Such analytical exercises allow the course participants to apply the methodological tools of generative theory in practice and to examine the advantages as well as constraints of the generative framework.

2. Course Main Objective

The main objective of the course is for students to gain sufficient knowledge in the basics of

contemporary generative phonological theories as well as:

1. solve a variety of phonological problems to elicit generalizations and answers to these problems.

2. apply the generative phonological analyses to data from different linguistic backgrounds

3. conduct original research in generative phonology.

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Demonstrate knowledge on how the broad generative grammar principles can apply to phonology	**K1**
1.2	Demonstrate the knowledge of technological tools in developing the study of phonology and phonetics.	**K2**
1.3	Identify the different details and components of the contemporary generative phonological theory.	**K3**
1.4	Show the knowledge of phonological terminology, theoretical tools and research methods.	**K4**
2	**Skills** *By the end of the course students will be able to:*	
2.1	Analyze morphophonological linguistic data from different linguistics backgrounds	**S1, S2, S3**
2.2	Solve phonological exercises and elicit solutions to different problems	**S1, S3, S4**
2.3	Conduct original generative, phonological research studies	**S4**
2.4	Evaluate the applicability of phonological theories and approaches.	**S4**
3	**Values** *By the end of the course students will be able to:*	
3.1	Demonstrate an awareness of ethical issues and the ability to work with them in the conduct of linguistic enquiry in research practices.	**V1**
3.2	Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in groups, presenting conclusions and reflecting differences of opinion	**V2**
3.3	Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres	**V3**
3.4	Demonstrate an ability to work autonomously in complex academic work.	**V4**

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction: revision of Speech sounds	3
2	Transcriptions	3
3	Seminar	3
4	Phonological rules and representations	3
5	Phonological Alternations and Derivations	3

6	Lexical Phonology	3
7	Seminar	3
8	*Mid-term exam*	3
9	Syllable and Syllabification	3
10	Phonological analysis	3
11	Critical reviews	3
12	Auto segmental phonology	3
13	Phonological analysis	3
14	Phonology seminar	3
15	Presentations	3
16	*Final exam*	3
Total		**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
1.0	**Knowledge and Understanding**		
1.1	Acquire knowledge on how the broad generative grammar principles can apply to phonology	- Lectures - Monitoring and guidance	- Final exam - Presentations - Oral discussion, - Problem sets - Final exam
1.2	Demonstrate the knowledge of technological tools in developing the study of phonology and phonetics.		
1.3	Students will be acquainted with the different details and components of the contemporary generative phonological theory		
1.4	Show the knowledge of phonological terminology, theoretical tools and research methods.		
2.0	**Skills**		
2.1	Analyze morphophonological linguistic data from different linguistics backgrounds	- Monitoring and guidance - Monitoring and supervision of students' work	- Problem sets - Final exam - Term paper
2.2	Solve phonological exercises and elicit solutions to different problems		
2.3	Conduct original generative, phonological research studies		
2.4	Evaluate the applicability of phonological theories and approaches.		
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.	- Supervision and Guidance - Classroom Seminar	- Problem sets - Presentation - Participation in research papers' discussions - Term paper
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	Reading the required material	Weekly	10%
2	Assignments (phonology problem sets at least 6)	2, 6, 8	30%
3	Term Paper	12	10%
4	Paper discussion	13	10%
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

Required Textbooks	- Kenstowicz, M. (1994). *Phonology in Generative Grammar*. Cambridge, MA. Blackwell Publishers. - Halle, M. and G.N. Clements. (1983). *Problem Book in Phonology*. Cambridge, MA: MIT Press.
Essential Reference Materials	1- Jensen, J. (2004) *Principles of generative phonology: An introduction*. John Benjamins 2- Archangeli, D. and Langendoen, D.T. (Eds.) (1997) *Optimality Theory: An Overview*. Oxford: Blackwell. 3- Durand, J. (1990) *Generative and Non-Linear Phonology*. London, New York: Longman. 4- Goldsmith, A. (1989) *Autosegmental and metrical phonology: A new synthesis.* Oxford: Basil Blackwell. 5- Gussenhoven, C. & Jacobs, H. (2005) *Understanding Phonology*, 2nd edition. Hodder & Arnold. 6- Kager, R. (1999) *Optimality Theory*. Cambridge: Cambridge University Press.
Electronic Materials	
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries
Technology Resources (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 - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker
Other Resources (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
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) ➢ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) ➢ Annual Program Review (Direct)
Learning Resources & Facilities	• Students • Faculty	➢ Student surveys (Indirect) ➢ Faculty surveys (Indirect)

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

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

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T15

Course Specifications
(Postgraduate Degree)

Course Title:	Dissertation
Course Code:	LNG 7399
Program:	Doctor of Philosophy in Theoretical Linguistics
Department:	Department of English Language & Literature
College:	College of Languages & Translation
Institution:	Al-Imam Mohammed bin Saud Islamic University

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A. Table of Contents

A. Course Identification

1. Credit hours:	18 Hours	

2. Course type	
☒Required	☐Elective

3. Level/year at which this course is offered:	Level 6 / Year 3

4. Pre-requisites for this course (if any)**:**

LNG 991

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

None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**		
2	**Blended**		
3	**E-learning**		
4	**Distance learning**		
5	**Other** (Supervisory sessions)	224	100%

7. Actual Learning Hours (based on academic semester)

No	Activity		Learning Hours
1	**Lecture**		-
2	**Laboratory/Studio**		-
3	**Seminars**		-
4	**Others:**	Dissertation Supervision Hours	448
		Feedback and Feedforward Hours	
		Workshop	
		Independent Learning Hours (Private Study, Editing, Close-reading, writing, researching—library visits, online resources, accessing database)	
Total			**448**

B. Course Objectives and Learning Outcomes

1. Course Description

This course is the final outcome of the PhD program. Students will make use of the comprehensive knowledge of linguistics in terms of theoretical content, methodological approaches, and research paradigms acquired from the taught courses in the program as well as self-study activities. The student benefits from regular and scheduled supervisory input throughout the course period. Supervisory work starts with guidance about the selection of the research area, topic, corpus data, and methodology. The supervisory style is determined by the supervisor in agreement with the supervisee in terms of the frequency of contact, channel of communication (e.g., electronic correspondence, face-to-face contact, webinars, etc.), and the submission calendar. The student's responsibility is multiple. First, he/she should choose an original, researchable, and relevant topic approved by the supervisor and the PhD committee.

Second, he/she is expected to engage in systematic self-study activities related to library search, intensive readings of primary and secondary sources, disciplined training in research methods and skills, and proficiency in academic writing. Third, he/she should comply with the norms of academic integrity as specified by the university bylaws and the universal standards of thesis writing. Fourth, he/she should demonstrate discipline in dealing with supervisor as regards the observance of submission dates and the implementation of required modifications after receiving comprehensive supervisory feedback. The thesis is sanctioned by a final oral defense before an officially appointed examination panel that will award the candidate the PhD diploma upon successful performance. The dissertation layout, sections, length, and formatting style (e.g. APA, MLA, etc.) will be formally specified by the respective academic committee in a specially designed *Research Guide* for both the theoretical and applied linguistic programs.

2. Course Main Objective

The main objective of this course is to provide students with the necessary supervisory guidance and self-acquired research competence and skills which would enable them to conceive, design, research, and write-up an independent doctoral project to generate an original dissertation that relevantly contributes to the discipline.

C. Course Objectives and Learning Outcomes
3. Course Learning Outcomes

Course Learning Outcomes (CLOs)	Aligned PLOs*
1 **Knowledge and Understanding:** *By the end of the course, students should be able to:*	
1.1 Demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of current research in the discipline and in the chosen area of investigation	K1
1.2 Identify research gaps in existing knowledge structures, theoretical frameworks, and methodological approaches	K1
1.3 Correlate research approaches and methods with the research case at hand to reach optimal compatibility between content and method	K5
1.4 Position themselves within their area of investigation, research paradigm, and discursive practices in their field of specialism	K3
2 **Skills** *By the end of the course, students should be able to:*	
2.1 Evaluate independently information from original and secondary sources to develop new knowledge related to the topic of research in the discipline.	S1
2.2 Apply advanced research and bibliographic skills that adhere to the accepted norms of citation	S5
2.2 Generate new research hypotheses and test existing ones in order to conduct a robust research project	S5
2.3 Design an original dissertation that organizes and effectively communicates complex and abstract ideas in the specific field of investigation, using standard academic style in the field	S5

Course Learning Outcomes (CLOs)		Aligned PLOs*
2.4	Formulate a self-sustained and critical literature review serving as a solid foundation for the theoretical argument and the data analysis in the dissertation	S4
2.5	Perform relevant modifications in accordance with supervisory feedback	S2
2.6	Articulate clear and plausible research findings supported by cogent theoretical arguments derived from Linguistics literature	S5
2.7	Use skills of information technology facilitating the research process (software packages, concorndancers, quantitative corpus analysis tools, etc.)	S6
3	Values: *By the end of the course, students should be able to:*	
3.1	Demonstrate the readiness and ability to abide by ethical standards and deal with ethical dilemmas in research	V1
3.2	Demonstrate self-confidence in defending their personal contribution within the limits of modesty (during the final oral defense)	V2
3.3	Exercise initiative in organizing and pursuing a large-scale supervised research, while accepting full accountability for outcomes.	V3
3.4	Demonstrate the ability for innovative and autonomous learning, self-evaluation and an advanced and intellectually mature capacity to question assumptions, distinguish between fact and opinion, and be proactive in taking decisions and reaching conclusions	V4

* Program Learning Outcomes

D. Course Content

NO	List of Topics	Contact Hours
1	Research Design and Project Management	32
2	Documentation: Resources and Techniques	32
3	Proposal Writing: Hypothesis Formulation, Formulating Research Questions, Setting Objectives, and Delimiting a Research Topic	32
4	Methodological Approaches and Tools	32
5	Academic Writing for Doctoral Dissertations	32
6	APA/MLA Style Manuals for Dissertation Writing	32
7	Handling Supervisory Feedback before Final Submission	32
Total		**224**

E. 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**		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	Demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of current research in the discipline and in the chosen area of investigation	- Minimal supervisory input in periodic sessions (direct or distant contact) - Intensive self-study activities guided by supervisor - Peer input during doctoral days organized on a quarterly basis by the program committee	- Periodic supervisory feedback on partial tasks (chapters, sections…) - Final oral defense (viva voce examination) - External validation of research instruments by specialist faculty on arrangement with supervisor
1.2	Identify research gaps in existing knowledge structures, theoretical frameworks, and methodological approaches		
1.3	Correlate research approaches and methods with the research case at hand to reach optimal compatibility between content and method		
1.4	Position themselves within their area of investigation, research paradigm, and discursive practices in their field of specialism		
2.0	**Skills**		
2.1	Evaluate independently information from original and secondary sources to develop new knowledge related to the topic of research in the discipline.	- Minimal supervisory input in periodic sessions (direct or distant contact) - Intensive self-study activities guided by supervisor - Peer input during doctoral days organized on a quarterly basis by the program committee - Occasional workshops and webinars on methodology if need be	- Periodic supervisory feedback on partial tasks (chapters, sections…) - Final oral defense (viva voce examination) - External validation of research instruments by specialist faculty on arrangement with supervisor
2.2	Apply advanced research and bibliographic skills that adhere to the accepted norms of citation		
2.3	Generate new research hypotheses and test existing ones in order to conduct a robust research project		
2.4	Design an original dissertation that organizes and effectively communicates complex and abstract ideas in the specific field of investigation, using standard academic style in the field		
2.5	Formulate a self-sustained and critical literature review serving as a solid foundation for the theoretical argument and the data analysis in the dissertation		
2.6	Perform relevant modifications in accordance with supervisory feedback		
2.7	Articulate clear and plausible research findings supported by cogent theoretical arguments derived from linguistics literature		
3.0	**Values**		
3.1	Demonstrate the readiness and ability to abide by ethical standards and deal with ethical dilemmas in research	- Minimal supervisory input in periodic sessions (direct or distant contact) - Intensive self-study activities guided by supervisor - Peer input during doctoral days organized on a quarterly basis by the program committee	- Periodic supervisory feedback on partial tasks (chapters, sections…) - Final oral defense (viva voce examination) - External validation of research instruments by
3.2	Demonstrate self-confidence in defending their personal contribution within the limits of modesty (during the final oral defense)		
3.3	Exercise initiative in organizing and pursuing a large-scale supervised research, while accepting full accountability for outcomes		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.4	Demonstrate the ability for innovative and autonomous learning, self-evaluation and an advanced and intellectually mature capacity to question assumptions, distinguish between fact and opinion, and be proactive in taking decisions and reaching conclusions	- Occasional workshops and webinars on methodology if need be	specialist faculty on arrangement with supervisor

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
	Oral Defense of Dissertation (*doctoral candidates are assessed based on the accumulative work presented as a dissertation*).	Approved time limit	100 %

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

F. 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.

Notes on supervisory work:

As part of the course, each student will be allocated a research supervisor who will provide academic support and supervisory advice until the ultimate completion of the research project. Students must contact their supervisors immediately after gaining official admission to the course (ENG 990). Supervisory work covers all the successive stages involved in the completion of the dissertation:

1) *Topic selection stage*: The student works in close coordination with the supervisor to ensure that the topic is researchable, relevant, and original.

2) *Proposal stage:* After being formally approved by the supervisor, the proposal will be submitted to the Program Committee for final validation (See *PhD Program Templates*).

3) *Documentation and data collection stage*: The student is fully guided and supported by the supervisor in gaining official access to databases and library resources inside and outside the KSA (See *PhD Program Templates*: *Authorization Permit*).

4) *Writing up stage*: The student is expected to fix a clear completion schedule approved by the supervisor to meet official deadlines. The supervisor is legally required to provide period reports on the student's progress (See *PhD Program Templates*).
Final submission stage (See *PhD Program Templates*).

G. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	- Hacker, Diana and Nancy Sommers. A Pocket Style Manual, APA Version. A Macmillan Education Imprint, 2015. - Hammond, N. G. L., and H. H. Scullard. The Oxford Classical Dictionary 2nd ed. Oxford University Press, 1970. - Cohen, Louis, Lawrence Manion, & Keith Morrison. (2018). Research Methods in Education. London: Routledge.
Essential Reference Materials	- Cottrell, Stella. (2014). Dissertations and Projects Reports: A Step by Step Guide. Palgrave MacMillan. - Davies, Martin Brett. Doing a Successful Research Project: Using Qualitative or Quantitative Methods. Palgrave, 2007. - Greetham, Bryan. How to Write Better Essays. 3rd ed. Palgrave MacMillan, 2013. - Godfrey, Jeanne. How to Use Your Reading in Your Essays. 2nd ed. - Palgrave MacMillan, 2013. - Pears, Richard and Graham Shields, Cite Them Right: The Essential - Referencing Guide. 9th ed. Palgrave MacMillan, 2010.
Electronic Materials	- Theses and Dissertations Databases and Websites - (https://infoguides.rit.edu/dissertationsandtheses) - OPEN ACCESS Theses and Dissertations (https://oatd.org/) - EBSCO Open Dissertations now includes the content from American Doctoral Dissertations. It is a free database with records for more than 1.4 million electronic theses and dissertations from more than 320 universities around the world. https://www.ebsco.com/products/research-Ddatabases/ebsco-open-dissertations - Digital Repository (https://digitalrepository.unm.edu/etds/) - Saudi Digital Library - https://www.citationmachine.net/ - https://www.bibme.org/
Other Learning Materials	

2. Educational and Research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture halls - Language labs for IT-based workshops - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries
Technology Resources (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 - Projectors, Smart Boards and Speaker - Data show for periodic supervisory sessions (5 %) - Methodology software (for corpus analysis and statistical validation) - Selected software for special topics in linguistics
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	- facilities for special linguistics applications

H. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) ➢ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) ➢ Annual Program Review (Direct)
Learning Resources & Facilities	• Students • Faculty	➢ Student surveys (Indirect) ➢ Faculty surveys(Indirect)
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	• Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➢ Student Feedback (Direct) ➢ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) ➢ Annual Program Review (Direct)

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)

I. Specification Approval Data

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

Course Specifications
(Postgraduate Degree)

Course Title:	Research Methods in Linguistics
Course Code:	LNG 7102
Program:	Doctor of Philosophy in Theoretical Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification

1. Credit hours:	4 Hours	

2. Course type		
☒ Required		☐ Elective

3. Level/year at which this course is offered:	Level 1 / Year 1

4. Pre-requisites for this course (if any)**:**
None

5. Co-requisites for this course (if any)**:**
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	81.8%
2	Blended	8	18.2%
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	8
4	Others (course activities, independent study, presentations, exams, reports)	*48
Total		92hours

B. Course Objectives and Learning Outcomes

1. Course Description

The course addresses a wide range of topics critical to the accurate and ethical use of different research designs, which are related to qualitative, quantitative and mixed methodologies, through exploring their fundamental assumptions and determining their connection to various research agendas in theoretical and applied linguistics. The course prepares students to carry out the analysis of language data from different research perspectives. The course also introduces the basics and concepts of statistics, parametric and non-parametric statistical tests employed in humanities and theoretical linguistics in particular. Students have to conduct an original research of publishable quality in the area of linguistics throughout the term, with additional smaller assignments providing practice with some of the activities involved in the profession: writing abstracts, presenting papers, responding to peer review.

2. Course Main Objective

The main aim of this course is to equip students with the knowledge and skills needed for undertaking research project and generate different forms of written work throughout the program in theoretical and applied linguistics.

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Demonstrate deep knowledge and insights in the basic notions in the philosophy and theory of ontological, epistemological and methodological traditions in linguistic research methods, and their practical implications.	**K1**
1.2	Identify the main principles and major traditions of using technology in applying descriptive and inferential statistical techniques in linguistics research professionally.	**K2**
1.3	Identify principles and tools of research methods in theoretical linguistics	**K3**
1.4	Demonstrate the acquisition of terminology related to research methods in theoretical linguistics.	**K4**
2	**Skills** *By the end of the course students will be able to:*	
2.1	Evaluate the applicability and relevance of different research methods in the published research of others as well as in their own.	**S1**
2.2	Use information technology tools appropriately to plan, support and present research work.	**S3**
2.3	Evaluate and synthesize a wide range of research resources, printed and electronic; to identify relevant areas for research	**S4**
2.4	Conduct a small-scale research investigation skillfully through applying and explaining different linguistics research methods for analysis of language and speech from different points of view.	**S4**
3	**Values** *By the end of the course students will be able to:*	
3.1	Address ethical concerns involved in conducting research with human participants.	**V1**
3.2	Adopt problem-solving strategies in doing applied linguistics research	**V3**
3.3	Demonstrate autonomous thinking, and self-management in writing up and presenting research reports (e.g., attending forums, viva, conference presentations, journal submissions).	**V4**

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Epistemology, methodology and methods: various methods of scientific research in linguistic, and sociolinguistic methods: Variationism	3
	Research Terminology: Hypothesis (Parametric vs. Non-parametric), Questions, Design, Validation, etc.	3
2	Selected readings: Issuing judgments of criticism objectively through discussing the strengths and weaknesses of published research papers and theses.	3

3	Researching language attitudes, multilingual language ecologies; code-switching and translanguaging; Language documentation and description; linguistic elicitation	3
4	Research Ethics	3
5	Quantitative research designs, techniques and procedures: Experimental and Survey designs	3
6	Qualitative research designs, techniques and procedures: Ethnography, case study, content analysis.	3
7	Identifying research problems, questions and operationalize variables in the field of theoretical linguistics: principles and steps	3
8	*Midterm*	3
9	Research Designs (Triangulation, cross-Sectional Design, Linear Design, Laboratory design); the observer's/researcher's paradox	3
10	Advanced research in theoretical linguistics: issues of power and decolonization in research, informed consent and ethical review.	3
11	Analyzing data: descriptive statistics, one-way ANOVA t-test, Pearson correlation, univariate analysis of variance, parametric and non-parametric statistical tests. Software packages for data analysis	3
12	Identifying research problems, questions and operationalize variables in the field of theoretical linguistics: principles and steps	3
13	Research Designs (Triangulation, cross-Sectional Design, Linear Design, Laboratory design); the observer's/researcher's paradox	3
14	The APA Style Guide: Research Design and Citation Norms	3
15	Intensive Practice of APA Text Formatting in Applied Linguistics Research	3
16	*Final Exam*	3
Total		**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
1.0	**Knowledge and Understanding**		
1.1	Demonstrate deep knowledge and insights in the basic notions in the philosophy and theory of ontological, epistemological and methodological traditions in linguistic research methods, and their practical implications.	- Flipped Learning - Class discussions - Lectures - Inquiry-guided instruction - Close reading and text analysis	- Mind map - Peer & group discussions - Outlining - Oral report - Research and assignments
1.2	Identify the main principles and major traditions of using technology in applying descriptive and inferential statistical techniques in linguistics research professionally.		
1.3	Identify principles and tools of research methods in theoretical linguistics		
1.4	Demonstrate the acquisition of terminology related to research methods in theoretical linguistics.		
2.0	**Skills**		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	Evaluate the applicability and relevance of different research methods in the published research of others as well as in their own.	- Task-based sessions presentations - Presentations - Class discussions - Workshops - Project-based strategy - Workshop Presentations and discussions - Task based learning workshops - Tutor-led seminars and tutorials	- Assignments - Self & Peer evaluations - Forming an inventory and presentations - Writing reports - Research paper - Poster presentations - Online assignments - Research project
2.2	Use information technology tools appropriately to plan, support and present research work.		
2.3	Evaluate and synthesize a wide range of research resources, printed and electronic; to identify relevant areas for research		
2.4	Conduct a small-scale research investigation skillfully through applying and explaining different linguistics research methods for analysis of language and speech from different points of view.		
3.0	**Values**		
3.1	Address ethical concerns involved in conducting research with human participants.	- Class discussions - Self-learning exercises presentations - Project-based strategy - Problem solving - Project-based strategy - Problem solving presentations	- Reports and research paper - Project work - Oral reports and discussions
3.2	Adopt problem-solving strategies in doing applied linguistics research		
3.4	Demonstrate autonomous thinking, and self-management in writing up and presenting research reports (e.g., attending forums, viva, conference presentations, journal submissions).		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Presentation of methodology and evaluation of two theses or published studies that use different designs to approach the same topic.	3	10 %
2	Write up and present research reports (e.g., attending forums, viva, conference presentations);	4	10%
3	Written proposal for final research project	5	10 %
4	Report/presentation on design/ trialing of the research project instruments	9	10 %
5	Data collection and/or coding exercise	11	10 %
6	Oral presentation/ poster presentation of the final project	13	10 %
7	Final draft of the research project	14 -15	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

Required Textbooks	- Litosseliti, Lia. 2018 (2e). *Research Methods in Linguistics.* Basingstoke: Continuum - Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches, 5th Edition.* Los Angeles : SAGE
Essential Reference Materials	1- Bryman, Alan. (2015). *Social Research Methods (5e).* Oxford: Oxford University Press 2- Smith, Linda Tuhiwai. 2012. *Decolonizing Methodologies: Research and Indigenous Peoples, 2nd edition.* London: Zed Books

	3- Corder, G.W., Foreman, D.I. (2009) *Nonparametric Statistics for Non-Statisticians: A Step-by-Step Approach.* New Jersey: Wiley. 4- Green, S., & Salkind, N. (2008) *Using SPSS for Windows and Macintosh: Analyzing and understanding data.* Upper Saddle River, NJ: Pearson Prentice Hall. ISBN#978-0-13-189025-1. 5- Bryman, A. & Cramer, D. (2001); *Quantitative Data Analysis with SPSS Release 10 for Windows: A Guide for Social Scientists.* Routledge. 6- Lawal. B. (2003). *Categorical Data Analysis with SAS and SPSS Applications.* Lawrence Erlbaum Associates, New Jersey. 7- Leech, N. et al (2005). *SPSS for Intermediate Statistics: Use and Interpretation.* Lawrence Erlbaum Associates, New Jersey.
Electronic Materials	
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries
Technology Resources (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 - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker
Other Resources (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
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) ➢ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) ➢ Annual Program Review (Direct)
Learning Resources & Facilities	• Students • Faculty	➢ Student surveys (Indirect) ➢ Faculty surveys (Indirect)

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

T15

Course Specifications
(Postgraduate Degree)

Course Title:	Sociolinguistics
Course Code:	LNG 7163
Program:	Doctor of Philosophy in Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification

1. Credit hours:	4 Hours

2. Course type	
☒ Required	☐ Elective

3. Level/year at which this course is offered:	Level 2 / Year 1

4. Pre-requisites for this course (if any):	LNG 801, 802, 803

5. Co-requisites for this course (if any):
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	81.8%
2	Blended	8	18.2%
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	8
4	Others: (Ethnographic project, course activities, independent study, presentations, exams, reports)	*48
Total		92 hours

*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
The course provides a thorough understanding of the relationship between linguistic phenomena and human social life. It will present the theoretical, methodological and empirical concerns of sociolinguistics, with focus on the historical foundations of and current research in sociolinguistics (e.g. variational sociolinguistics, the ethnography of communication, and interactional sociolinguistics). Topics that will be exemplified and discussed include, but are not limited to, communicative competence, language prestige, regional and stylistic variation, language and social identity, the development of pidgins and creoles, multilingualism, globalization, language choice and aspects of language and culture. Such topics will give the students the capability to develop excellent theoretical and methodological skills in the study of different types of language variation and language use in cross-social contexts and language variation. Students will also practice ethnographic research which may focus on the relationship between sociocultural aspects and identity development.

2. Course Main Objective

The main objective of this course is for students to gain knowledge of the theoretical approaches to the study of sociolinguistics and the various analytical frameworks in the field to be able to articulate connections between quantitative study of linguistic variation and the social factors that impact language.

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Discuss the different approaches to language as a social and cultural phenomenon.	**K1**
1.2	Recognize a wide range of language situations characterized by variation and change.	**K1**
1.3	Identify common patterns and differences among sociocultural speech communities	**K3**
1.4	Illustrate different sociocultural factors that are relevant to language development and change.	**K4**
2	**Skills** *By the end of the course students will be able to:*	
2.1	Analyze literature of sociolinguistics to develop an understanding of research gaps.	**S1, S3**
2.2	Utilize sociolinguistic analytical techniques in examining data in different modes/forms	**S1, S2, S3, S4**
2.3	Assess various roles of individual differences, social and cultural factors in linguistic research	**S2, S4**
2.4	Formulate a hypothesis and design an empirical study to test the hypothesis.	**S1, S4**
2.5	Create well-developed essays and projects that effectively summarize, critique, apply texts and attempt to fill gaps in the field.	**S4**
3	**Values** *By the end of the course students will be able to:*	
3.1	Collect and present sociolinguistic data abiding by the ethical standards in research.	**V1**
3.2	Demonstrate a capacity to work effectively in pairs and groups	**V2**
3.3	Show an ability to work independently, demonstrating initiative, self-organization and time-management in tackling and solving complex problems	**V3**
3.4	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations.	**V4**

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the methods and goals of different approaches to sociolinguistics. ***Suggested Reading:*** ➢ Coupland, N. (2016). Introduction: Sociolinguistic theory and the practice of sociolinguistics. ➢ Wardhaugh, Ronald. 2010. An Introduction to Sociolinguistics (6th ed.). Malden, MA and Oxford, UK: Wiley-Blackwell.	3
2	Variationist research ***Suggested Reading:*** ➢ Eckert, P. (2012). Three waves of variation study: The emergence of meaning in the study of sociolinguistic variation.	3
3	Interactional Sociolinguistics and the Ethnography of Communication ***Suggested Reading:*** ➢ Gumperz, J. (1999). On interactional sociolinguistic method ➢ Rampton, B. (2010). Linguistic ethnography, interactional sociolinguistics and the study of identities	3
4	Ethnography Workshop	3
5	Language and social identity ***Suggested Reading:*** ➢ Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach	3
6	Style, Identity and Stance ***Suggested Reading:*** ➢ Coupland, N. (2011). The sociolinguistics of style ➢ Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach ➢ Kiesling, Scott F. (2012) "Style as Stance: Stance as the Explanation for Patterns of Sociolinguistic Variation"	3
7	Style, Identity and Stance (*cont'd*)	3
8	Language and Ethnic Group ***Suggested Reading:*** ➢ Fought, Carmen (2006) Language and the construction of ethnic identity.	3
9	Speech communities & networks: social communicative competence, language prestige, regional and stylistic variation. ***Suggested Reading:*** ➢ Patrick, Peter (2002) The speech community. ➢ Milroy, Lesley & Llamas, Carmen (2013) Social networks.	3
10	***Mid-term exam***	3
11	The role of individual differences ***Suggested Reading:*** ➢ Howard, M. (2012). The Advanced Learner's Sociolinguistic Profile: On Issues of Individual Differences, Second Language Exposure Conditions, and Type of Sociolinguistic Variable.	3
12	Bilingualism and Multilingualism: Language and Power ***Suggested Reading:***	3

	➤ Martín Rojo, L. (2016). Language and Power. ➤ Mesthrie, R. and Deumert, A. (2009). Critical sociolinguistics: Approaches to language and power. ➤ Horner, K., & Weber, J. (2017). *Introducing Multilingualism: A Social Approach*	
13	Sociolinguistics of Globalization ***Suggested Reading:*** ➤ Blommaert, J. (2010). The Sociolinguistics of Globalization	3
14	Seminar Discussion	3
15	Research review: Ethnographic research samples	3
16	***Final exam***	3
Total		**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
1.0	**Knowledge and Understanding**		
1.1	Discuss the different approaches to language as a social and cultural phenomenon.	- Lectures - Discussion -Seminar -Task-based sessions	- Student presentations - Research papers - Assignments - Projects - Exams
1.2	Recognize a wide range of language situations characterized by variation and change.		
1.3	Identify common patterns and differences among sociocultural speech communities		
1.4	Illustrate different sociocultural factors that are relevant to language development and change.		
2.0	**Skills**		
2.1	Analyze literature of sociolinguistics to develop an understanding of research gaps.	- Lectures - Discussion -Seminar -Task-based sessions -Workshop	- Exams - Student presentations - Research papers - Assignments - Projects
2.2	Utilize sociolinguistic analytical techniques in examining data in different modes/forms		
2.3	Assess various roles of individual differences, social and cultural factors in linguistic research		
2.4	Formulate a hypothesis and design an empirical study to test the hypothesis.		
2.5	Create well-developed essays and projects that effectively summarize, critique, apply texts and attempt to fill gaps in the field.		
3.0	**Values**		
3.1	Collect and present sociolinguistic data abiding by the ethical standards in research.	- Seminars -Presentation -Group Discussion	- Research papers - Projects - Peer-work - Presentations -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	Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	3 Assignments	Week 4, 7 and 10	30%
2	1 peer-work presentation (tests CLOs)	Week 12	5%
3	1 individual presentation (tests CLOs)	Week 13	5%
4	Research paper/ ethnographic project (tests CLOs and values)	Week 14	20%
5	Final exam	Week 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

Required Textbooks	1. Blommaert, J. (2010). *The Sociolinguistics of Globalization* (Cambridge Approaches to Language Contact). Cambridge: Cambridge University Press. 2. Bratt Paulston, C., & Tucker, G. (2006). *Sociolinguistics: The Essential Readings*. Malden: Blackwell. 3. Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. Discourse studies, 7(4-5), 585-614. 4. Coupland, N. (2011). The sociolinguistics of style. In R. Mesthrie (Ed.), The Cambridge Handbook of Sociolinguistics (Cambridge Handbooks in Language and Linguistics, pp. 138-156). Cambridge: Cambridge University Press. 5. Coupland, N. (2016). Introduction: Sociolinguistic theory and the practice of sociolinguistics. In N. Coupland (Ed.), Sociolinguistics: Theoretical Debates (pp. 1-34). Cambridge: Cambridge University Press. 6. Eckert, P. (2012). Three waves of variation study: The emergence of meaning in the study of sociolinguistic variation. Annual review of Anthropology, 41, 87-100. 7. Fought, Carmen (2006) Language and the construction of ethnic identity. 8. Gumperz, J. (1999). On interactional sociolinguistic method. In S. Sarangi & C. Roberts (Eds.),Talk, Work and Institutional Order (pp. 453-472). Berlin: Mouton de Gruyter. 9. Horner, K., & Weber, J. (2017). *Introducing Multilingualism: A Social Approach* (2nd ed.). London: Routledge. 10. Howard, M. (2012). The Advanced Learner's Sociolinguistic Profile: On Issues of Individual Differences, Second Language Exposure Conditions, and Type of Sociolinguistic Variable. 11. Martín Rojo, L. (2016). Language and Power. 12. Mesthrie, R. and Deumert, A. (2009). Critical sociolinguistics: Approaches to language and power. In R. Mesthrie, J. Swann, A. Deumert, & W. Leap (Eds.), Introducting sociolinguistics (2nd ed.; pp. 309-343). Amsterdam: John Benjamins. 13. Milroy, Lesley & Llamas, Carmen (2013) Social networks. 14. Patrick, Peter (2002) The speech community. 15. Rampton, B. (2010). Linguistic ethnography, interactional sociolinguistics and the study of identities. In C. Coffin, T. Lillis, & K. O'Hallaran (Eds.), Applied linguistics methods: A reader. London & New York: Routledge.
Essential Reference Materials	1. Mooney, A. (2011). *The language, society and power reader*. London: Routledge. 2. Agha, A. (2006). Language and social relations. Cambridge: Cambridge University Press. 3. Blommaert, J., & Jie, D. (2020). *Ethnographic fieldwork*. Bristol: Multilingual Matters. 4. Bourdieu, P. (1977). The economics of linguistic exchanges. Information (International Social Science Council), 16(6), 645-668. 5. Coupland, N. (2016). Five Ms for sociolinguistic change. In N. Coupland (Ed.), Sociolinguistics: Theoretical Debates (pp. 433-454). 6. Du Bois, J. W. (2007). The stance triangle. In R. Englebretson (Ed.), Stancetaking in discourse: Subjectivity, evaluation, interaction (pp. 139-182). Amsterdam: John Benjamins. 7. Gordon, C. (2011). Conversation and interaction. In R. Mesthrie (Ed.), The Cambridge Handbook of Sociolinguistics (Cambridge Handbooks in Language and Linguistics, pp. 105-121). Cambridge: Cambridge University Press. 8. Heller, M. (2003). Globalization, the new economy, and the commodification of language and identity. Journal of Sociolinguistics, 7(4), 473-492. 9. Irvine, J. and Gal, S. (2000). Language ideology and linguistic differentiation. In P. Kroskrity (Ed.), Regimes of Language: Ideologies, Polities, and Identities (pp. 35-

	83). Santa Fe, NM: School of American Research Press. Labov, W. (1963). The social motivation of a sound change. Word, 19(3), 273-309. 10. Labov, W. (1986). The social stratification of (r) in New York City department stores. In H. Allen and M. Linn (Eds), Dialect and Language Variation. Academic Press. 11. Mar-Molinero, C. (Ed.). (2020). *Researching Language in Superdiverse Urban Contexts Exploring Methodological and Theoretical Concepts*. Bristol: Multilingual Matters. 12. Meyerhoff, M. (2018). *Introducing sociolinguistics* (3rd ed.). London: Routledge. 13. Pennycook, A. (2016). Mobile times, mobile terms: The trans-super-poly-metro movement. In N. Coupland (Ed.), Sociolinguistics: Theoretical Debates (pp. 201-216). Cambridge: Cambridge University Press. 14. Schegloff, E. A. (1997). Whose text? Whose context?. Discourse & Society, 8(2), 165-187. 15. Shohamy, E., & Gorter, D. (Eds.). (2008). Linguistic landscape: Expanding the scenery. London and New York: Routledge. Woolard, K. A., & Schieffelin, B. B. (1994). Language ideology. Annual review of anthropology, 23(1), 55- 82.
Electronic Materials	1. http://www.academia.edu/sociolinguitics 2. Saudi Digital Library 3. https://www.citationmachine.net/ 4. https://www.bibme.org/
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries
Technology Resources (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 - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker - AV
Other Resources (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
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) ➢ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) ➢ Annual Program Review (Direct)
Learning Resources & Facilities	• Students • Faculty	➢ Student surveys (Indirect) ➢ Faculty surveys (Indirect)

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

T15

Course Specifications
(Postgraduate Degree)

Course Title:	Psycholinguistics
Course Code:	LNG 7165
Program:	Doctor of Philosophy in Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

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Table of Contents

A. Course Identification

1. Credit hours:	4 Hours	
2. Course type		
☒ Required		☐ Elective
3. Level/year at which this course is offered:		Level 2 / Year 1
4. Pre-requisites for this course (if any)**:**		LNG 801, 802, 803
5. Co-requisites for this course (if any)**:**		
None		

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	36	81.8%
2	**Blended**	8	18.2%
3	**E-learning**		
4	**Distance learning**		
	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	**Lecture**	36
2	**Laboratory/Studio**	-
3	**Seminars**	8
4	**Others** (course activities, independent study, presentations, exams, reports)	*48
Total		**92 hours**

*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 examines current research across the various fields of psycholinguistics, including biological foundations of language, nature of acquisition, comprehension and production processes, memory for the syntactic, semantic and pragmatic components of language inferencing, language impairment, and language and thought. Students will engage with primary research literature addressing a variety of topics in the psychology of language. Special attention is given to the variety of behavioral and neurophysiological methods framing the research as well as models of language processing. Students will propose their own research questions and design experiments.

2. Course Main Objective

This course aims for students to have an in-depth knowledge of the nature of language production and perception and how it has contributed to the development of the major theories in psycholinguistics. This objective is supported by the following:

1- Identify the relationship between language and the processes of the brain.

2- Explore specific issues in psycholinguistics and how to examine them experimentally.

3- Examine the methods used in psycholinguistic research and interpret their results.

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Identify the basic areas of the brain involved in language and describe the functions carried out by these areas.	**K1, K4**
1.2	List the major processes and issues involved in speech perception, word recognition, sentence processing, text interpretation, and reading and first/ second language acquisition.	**K1, K4**
1.3	List the major processes and issues in the areas of speech production, and production of written language.	**K1, K4**
1.4	Discuss the relationship between language and other cognitive process including language-thought relationship	**K1, K4**
2	**Skills** *By the end of the course students will be able to:*	
2.1	Apply various models of processes involved in speech perception, production, recognition and acquisition in different contexts.	**S1**
2.2	Evaluate psycholinguistic theories applications in different contexts.	**S4, S5**
2.3	Analyze topics and processes involved in first and second language acquisition	**S1, S5**
2.4	Examine the relationship between brain and language via different tools	**S2, S5**
3	**Values** *By the end of the course students will be able to:*	
3.1	Carry out research in psycholinguistics that adheres to academic ethical principles.	**V1**
3.2	Demonstrate a capacity to work effectively in pairs and teams	**V2**
3.3	Demonstrates an ability to act responsibly through managing study time, course work and meeting deadlines.	**V3**
3.4	Show an ability to work independently and proactively in all course tasks.	**V4**

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Language Production in Bilingual and Multilingual Speakers	3
2	Language Production in Children: Children's Performance Abilities	3
3	Models Linking Production and Comprehension	3
4	Speech Perception: Research, Theory, and Clinical Application	3
5	Cross-Language and Second Language Speech Perception	3

6	Models of Lexical Access and Morphological Processing Orthography, Word Recognition, and Reading	3
7	Sentence Processing and Interpretation in Monolinguals and Bilinguals: Classical and Contemporary Approaches. Semantic-Pragmatic Processing.	3
8	Mid-term exam	2
9	Comprehension in Older Adult Populations: Healthy Aging, Aphasia, and Dementia	3
10	Speech Perception in Infants: Propagating the Effects of Language Experience	3
11	Language Comprehension in Monolingual and Bilingual Children	3
12	Social Interaction and Language Acquisition: Toward a Neurobiological View	3
13	Signed Language Acquisition.	3
14	Written language: Visual word recognition, Reading models, and written language production and spelling	3
15	Language and the brain biological foundations and language localization	3
16	Language in relation to other cognitive processes and Language-thought relationship	3
17	Final exam	3
	Total	**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
1.0	**Knowledge and Understanding**		
K1	Identify the basic areas of the brain involved in language and describe the functions carried out by these areas.	- Lecture - Discussion - Students' presentations	- Exam -assignments -presentation -evaluation forms
K2	List the major processes and issues involved in speech perception, word recognition, sentence processing, text interpretation, and reading and first/ second language acquisition.		
K3	List the major processes and issues in the areas of speech production, and production of written language.		
K4	Discuss the relationship between language and other cognitive process including language-thought relationship		
2.0	**Skills**		
S1	Apply various models of processes involved in speech perception, production, recognition and acquisition in different contexts.	- Monitoring - Group discussion - Seminar	- Assignments - Research paper

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
S2	Evaluate psycholinguistic theories applications in different contexts.		
S3	Analyze topics and processes involved in first and second language acquisition		
S4	Examine the relationship between brain and language via different tools		
3.0	**Values**		
V1	Carry out research in psycholinguistics that adheres to academic ethical principles.	- Seminar - Students' presentations	- Research Paper, - Assignments - Observation of Presentation and Seminar
V2	Demonstrate a capacity to work effectively in pairs and teams		
V3	Demonstrates an ability to act responsibly through managing study time, course work and meeting deadlines.		
V4	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	Presentations	8, 10, 14	15%
2	Assignments	2, 4, 6	15%
3	Research paper	12	15%
4	Seminar and group discussion	3,5,7	15%
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

Required Textbooks	- Harley, T. A. (2013). *The psychology of language: From data to theory*. Psychology press. - Whitney, p. (1998). *The Psychology of language*. Boston: Houghton Mifflin Company. - Fernández, E. M., Cairns, H. S., & Wiley, J. (Eds.). (2018). *The handbook of psycholinguistics*. John Wiley & Sons, Incorporated. - Traxler, M. J. (2011). *Introduction to psycholinguistics: Understanding language science*. John Wiley & Sons.
Essential Reference Materials	1- Field, J. (2004). *Psycholinguistics: The key concepts*. New York: Routledge. 2- Ariniello, L. (2000). Brain Plasticity, Language Processing and Reading. *Brain Briefings*. 3- Bialystok, E. (2013). The Impact of Bilingualism on Language and Literacy Development. *The handbook of bilingualism and multilingualism*, 624. 4- Singleton, D. M. (2004*). Language Acquisition: The Age Factor (2nd Edition)*. Clevedon, GBR: Multilingual Matters Limited. 5- Chomsky, N. (2000). *New horizons in the study of language and mind*. Cambridge University Press. 6- Martin, G. N. (2006). *Human neuropsychology*. Pearson education. 7- Singer, Murray. (1990). *Psychology of language : an introduction to sentence and discourse processes*. Hillsdale, NJ: Erlbaum. 8- Singleton, D. (1999). *Exploring the second language mental lexicon*. Cambrdige: Cambridge University Press. 9- Skehan, P. (1998). A cognitive approach to language learning. Oxford: OUP. 10- Taylor, I. & Olson, D. (1995). Scripts and literacy: Reading and learning to read alphabets, syllabaries and characters. Dordrecht, Netherlands: Kluwer.

Electronic Materials	1. http://www.academia.edu/sociolinguitics 2. Saudi Digital Library 3. https://www.citationmachine.net/ 4. https://www.bibme.org/
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries
Technology Resources (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 - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker
Other Resources (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
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) Annual Program Review (Direct)
Learning Resources & Facilities	• Students Faculty	➢ Student surveys (Indirect) Faculty surveys (Indirect)
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	• External Reviewers • Quality Assurance Unit	➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) Course Report & Course File (Direct)

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

T15

Course Specifications
(Postgraduate Degree)

Course Title:	Discourse Analysis
Course Code:	LNG 7175
Program:	Doctor of Philosophy in Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification

1. Credit hours:	4 Hours	
2. Course type		
☒ Required		☐ Elective
3. Level/year at which this course is offered:		Level 1 / Year 1
4. Pre-requisites for this course (if any)**:**		None
5. Co-requisites for this course (if any)**:**		
None		

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	36	81.8%
2	**Blended**	8	18.2%
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**	8
4	**Others** (course activities, independent study, presentations, exams, reports)	*48
Total		**92 hours**

*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 discusses different theoretical frameworks, social theories and methods used in discourse analysis. Topics include discourse and society, discourse and psychology, discourse and philosophy, the role of grammar, vocabulary and information structure in discourse; the psychology of discourse processing and discourse comprehension; distinctive characteristics of spoken and written discourse; genre analysis; and critical discourse analysis. This course includes a macro-linguistic approach to discourse analysis; and the study of micro-linguistic approaches such as discourse and grammar, discourse and meaning and lexicon in discourse.

2. Course Main Objective

The main objective of the course is for students to engage in methods for the analysis of discourse, both written and spoken, using the different theoretical perspectives and methodologies to understand how language is used in real life situations.

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Show global awareness and deep, theoretical knowledge of discourse analysis, its theory and its structural, lexical, semantic aspects.	**K1**
1.2	Identify the role of technology in discourse studies and research.	**K2**
1.3	Identify principles and tools of discourse analysis.	**K3**
1.4	Demonstrate the acquisition of the technical vocabulary, theoretical tools, and various forms of research methods necessary to read, reflect, criticize and conduct research in discourse analysis.	**K4**
2	**Skills** *By the end of the course students will be able to:*	
2.1	Analyze the linguistic aspects of discourse scientifically	**S1**
2.2	Compare the linguistic aspects of different languages on various levels	**S2**
2.3	Use current technological tools to study discourse structure and approaches	**S3**
2.4	Evaluate and test the applicability of linguistic theories/ approaches in different linguistic tasks and discourse analyses	**S4**
3	**Values** *By the end of the course students will be able to:*	
3.1	Adheres to ethical practices in course work and research.	**V1**
3.2	Interacts effectively in group activities and shares knowledge.	**V2**
3.3	Shows responsibility, self-management and punctuality in academic settings.	**V3**
3.4	Demonstrates an ability to conduct independent research investigations in discourse analysis.	**V4**

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to discourse analysis: Approaches to discourse and text linguistics; Characteristics of written genres; Introduction to text charting	3
2	Functional Approach: Language Use **Functional discourse analysis:** Functional text analysis: grammatical and textual structures	3
3	Functional Approach: Language Use **Functional discourse analysis:** Functional text -context analysis: interdisciplinary component- functional relations between textual structures and various structures of the context- e.g. cognition, interaction, and structures society or culture (macro-level)	3
4	Social Languages; Dialogue and conversation analysis	3
5	Social Languages; Dialogue and conversation analysis (*cont'd*)	3
6	Approaches to Discourse Analysis	3
	Approaches to Discourse Analysis (*cont'd*)	3
7	Speech Event and Functions of Language	3
8	Speech Event and Functions of Language (*cont'd*)	3
9	*Midterm*	3

10	Written language vs. spoken language	3
11	Written language vs. spoken language (*cont'd*)	3
12	Discourse and social issues: critical discourse analysis	3
13	Discourse and social issues: critical discourse analysis (*cont'd*)	3
14	Background knowledge, context, contextualization: Genre, Register	3
15	Background knowledge, context, contextualization: Genre, Register (*cont'd*)	3
16	*Final Exam*	3
Total		**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
1.0	**Knowledge and Understanding**		
1.1	Show global awareness and deep, theoretical knowledge of discourse analysis, its theory and its structural, lexical, semantic aspects.	- Tutor led seminars; - Structure analysis exercises - Analysis exercises - Text analysis exercises; - Virtual learning environment - Paper	- Participation - Test - Reaction paper
1.2	Reveal understanding of the role of technology in discourse studies and research.		
1.3	Identify principles and tools of discourse analysis.		
1.4	Demonstrate the acquisition of the technical vocabulary, theoretical tools, and various forms of research methods necessary to read, reflect, criticize and conduct research in discourse analysis.		
2.0	**Skills**		
2.1	Analyze the linguistic aspects of discourse scientifically	- Text analysis exercises; - Virtual learning environment - Tutor led seminars;	- Participation - Test - Reaction paper
2.2	Compare the linguistic aspects of different languages on various levels		
2.3	Use current technological tools to study discourse structure and approach		
2.4	Evaluate and test the applicability of linguistic theories/ approaches in different linguistic tasks and discourse analyses		
3.0	**Values**		
3.1	Adheres to ethical practices in course work and research.	- Tutor led seminars; - Structure analysis - Paper - Analysis exercises - Text analysis exercises; - Virtual learning environment	- Reaction paper - Research paper - Oral presentation
3.2	Interacts effectively in group activities and shares knowledge.		
3.3	Shows responsibility, self-management and punctuality in academic settings.		
3.4	Demonstrates an ability to conduct independent research investigations in discourse analysis.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation in class	Course duration	10%
2	Oral presentation	Course duration	10%
3	Reaction papers	3,7, 12	10%
4	Research paper	13	10%
5	Midterm	10	20%
6	Final exam	14	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

Required Textbooks	1. James Paul Gee. 2011. *An Introduction to Discourse Analysis: Theory and Method*, Third Edition. London: Routledge. 2. James Paul Gee. 2011. *How to do Discourse Analysis: A Toolkit.* London: Routledge.
Essential Reference Materials	1. Bakhtin, M. M. (1999 [1986]) The problem of speech genres. In A. Jaworski and N. Coupland (eds.) The Discourse Reader. London: Routledge. 121-132. 2. Blommaert, J. (2005) *Discourse*. Cambridge: Cambridge University Press. 3. Brown, G and Yule, G (1983). Discourse Analysis. 4. Cameron, D. (2001). Working with Spoken Discourse. London: Sage Publications. 5. Cole, R., J. Mariani, H. Uszkoreit, G. Batista Varile, A. Zaenen, A. Zampolli and V. Zue (eds.) (1997) Survey of the State of the Art in Human Language Technology. Chapter 6. Discourse and dialogue 199–222. 6. Coulthard, M. (1985 [1977]) An Introduction to Discourse Analysis. London: Longman. (2nd edition). Chapter 7. Discourse analysis and language teaching. 146-159. 7. Deborah, .S, Tannen, D. & Hamilton. H (2001). *The Handbook of Discourse Analysis.* Blackwell Publishers. 8. Deborah. S. (1994). *Approaches to Discourse.* Cambridge, Blackwell. 9. Du Bois, J., S. Schuetze-Coburn, S. Cumming and D. Paolino (1993) Outline of discourse transcription. In J. Edwards and M. Lampert (eds.) Talking data: Transcription and coding in discourse research. Hillsdale, NJ: Lawrence Erlbaum. 45-89. 10. Eggins, S. and J. Martin (1997) Genres and registers of discourse. In T. van Dijk (ed.) Discourse as Structure and Process. London: Sage. 230-256. 11. Fairclough, N. (2003). Analysing Discourse: textual analysis for social research. London: Routledge. 12. Graesser, A., M. Gernsbacher, and S. Goldman (1997) Cognition. In T. van Dijk (ed.) Discourse as Structure and Process. London: Sage. 292-319. 13. Grosz, B. and C. Sidner (1986) Attention, intentions, and the structure of discourse. Computational Linguistics 12 (3). 175-203. 14. Hatch, E. and A. Lazaraton (1991) The research manual: Design and statistics for applied linguistics. Boston: Heinle & Heinle. Chapter 5. Coding and displaying frequency data. 129-158. 15. Have, P. (2007). *Doing Conversation Analysis: a practical guide.* Second edition. London: Sage Publications. 16. Jaworski, A and Coupland, N eds (1999). The Discourse Reader. 17. Mann, W. C. and S. A. Thompson (1988). Rhetorical Structure Theory: Toward a functional theory of text organization. Text 8 (3). 243-281. 18. Renkema, J. (2004) *Introduction to discourse studies*. Amsterdam: Benjamins.

	19. Renkema, J. (2009) *An overview of research in discourse studies*. Amsterdam: Benjamins.
	20. Schiffrin, D, Tannen, D and Hamilton, H E eds (2001). *The Handbook of Discourse Analysis.*
	21. Temple Adger, C. (2001) Discourse in educational settings. In D. Schiffrin, D. Tannen and H. Hamilton (eds.) The Handbook of Discourse Analysis. Malden, Mass: Blackwell. 503-517.
Electronic Materials	http://www.azpm.org/science/story/2010/12/15/1145-embodied-situated-learning-and-digital-media/
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries
Technology Resources (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 - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Digital library

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) ➢ Course Report & Course File (Direct)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) ➢ Annual Program Review (Direct)
Learning Resources & Facilities	• Students • Faculty	➢ Student surveys (Indirect) ➢ Faculty surveys (Indirect)

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

T15

Course Specifications
(Postgraduate Degree)

Course Title:	Corpus Linguistics
Course Code:	LNG 7150
Program:	Doctor of Philosophy in Linguistics
Department:	English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification

1. Credit hours:	4 Hours

2. Course type		
☒ Required	☐ Elective	

3. Level/year at which this course is offered:	Level 1/ Year 1

4. Pre-requisites for this course (if any):	None

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

None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	81.8%
2	Blended	8	18.2%
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	8
4	Others (course activities, independent study, presentations, exams, reports)	*48
Total		92 hours

*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 at introducing students to corpus analysis for a wide range selection of data (spoken and written) including language on the internet, native and nonnative corpora, historical corpora. Topics include corpus design, annotation and evaluation using quantitative methods and both manual and automatic annotation tools for different levels of linguistic analysis, from parts-of-speech, through syntax to discourse annotation. This course will include a series of lab-sessions that provide students with the opportunity to produce corpus-based description of vocabulary, grammar, and discourse.

2. Course Main Objective

The main objective of this course is for students to gain an in depth understanding of the theoretical strands underlying corpus research and analysis. The sub-objectives below further complement the main objective as students will be:

1. Familiar with the various corpus tools and approaches needed for linguistics research and language teaching.
2. Equipped with skills needed for collecting and analyzing corpora.

3. Course Learning Outcomes

	Course Learning Outcomes (CLOs)	Aligned PLOs*
1	**Knowledge and Understanding** *By the end of the course students will be able to:*	
1.1	Recognize the theoretical bases underpin the corpus analysis and research.	**K1**
1.2	Demonstrate knowledge of technological tools in corpus linguistics and research	**K2**
1.3	Identify principles and tools of corpus linguistics.	**K3**
1.4	Describe the creative use of corpora for language teaching and learning.	**K4**
2	**Skills** *By the end of the course students will be able to:*	
2.1	Analyze critically and evaluate corpus-based data.	**S1**
2.2	Use current corpus technologies to create/compile corpus-based materials.	**S2**
2.3	Apply the main principles of corpus linguistics to their teaching and research.	**S3**
2.4	Write a series of papers using various corpus tools and methodologies	**S4**
3	**Values** *By the end of the course students will be able to:*	
3.1	Demonstrate academic integrity when writing essays, assignments and research papers.	**V1**
3.2	Work effectively in teams to exchange theoretical knowledge of corpus linguistics and research skills	**V2**
3.3	Exhibit professional behavior in study and coursework which include being punctual and committed when performing tasks.	**V3**
3.4	Exercise independent powers of reason and argument, both oral and written, through an active engagement with the primary texts	**V4**

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Corpus linguistics: Introduction	3
2	Corpus Basics	3
3	Corpus linguistics: concordances & online tools	3
4	Lab session	3
5	Corpus linguistics: collocation & colligation	3
6	Lab session	3
7	Corpora and language teaching. Data-driven learning	3
8	Parallel corpora, translation, and language learning	3
9	Corpus-based discourse analysis	3
10	Creating corpus: representativity, sampling, and annotation	3
11	Creating corpus: text encoding and data processing	3
12	Lab session	3
13	Corpus in linguistic research	3
14	Workshop	3
15	Corpus linguistics: concordances & online tools	3
16	Lab session	3
Total		**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
1.0	**Knowledge and Understanding**		
1.1	Recognize the theoretical bases underpin the corpus analysis and research.	- Lecturing - Teaching for understanding strategy - Tutorial - Presentation	- Exam - Oral Presentation - Written assignments
1.2	Demonstrate knowledge of technological tools in corpus linguistics and research		
1.3	Identify principles and tools of corpus linguistics.		
1.4	Describe the creative use of corpora for language teaching and learning.		
2.0	**Skills**		
2.1	Critically Analyze and evaluate corpus-based data.	- Seminar discussion - Problem-inquiry-based learning strategy - Online classroom strategy - Project- based learning strategy - Tutor-led seminars and tutorials	- Written assignments - Oral presentation - Discussion - Final exam
2.2	Use current corpus technologies to create/compile corpus-based materials.		
2.3	Apply the main principles of corpus linguistics to their teaching and research.		
2.4	Write a series of papers using various corpus tools and methodologies		
3.0	**Values**		
3.1	Demonstrate academic integrity when writing essays, assignments and research papers.	- Virtual learning - Problem inquiry-based learning strategy - Group and peer tasks	- Final Paper - Oral presentation - Discussion - Observation
3.2	Work effectively in teams to exchange theoretical knowledge of corpus linguistics and research skills		
3.3	Exhibit professional behavior in study and coursework which include being punctual and committed when performing tasks.		
3.4	Exercise independent powers of reason and argument, both oral and written, through an active engagement with the primary texts		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	**Assignment 1** To write critical article reviews for two articles related to the course's topics	6	10%
2	**Assignment 2** Create or compile corpus-based material using current technological tool	10	10%
3	**Individual/pair oral presentation** The candidate selects on of the course's topics, and conduct an oral presentation on three selected empirical studies	7	10%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
4	Active discussion and participation based on assigned readings	Summative throughout the semester	10%
5	Final Paper (research paper based on originally created corpus e.g. learner corpora)	14	20%
6	Final Exam	16	40%
			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

Required Textbooks	1. Aijmer, K. (ed.) (2009) *Corpora and language Teaching*. John Benjamins, Amsterdam. 2. Baker, P. (2012). *Contemporary corpus linguistics. London: Continuum.* 3. McEnery, Tony et al (2006) *Corpus-Based Language Studies: An Advanced Resource Book*. Routledge.
Essential Reference Materials	*1.* Baker, P. (2011). *Using corpora in discourse analysis. London: Continuum.* 2. Biber, D., S. Conrad & R. Reppen (1998), *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge University Press. 3. Bond, Francis (2005) *Translating the Untranslatable: A Solution to the Problem of Generating English Determiners* CSLI Studies in Computational Linguistics, CSLI Publications, Stanford. *4.* Brezina, V. (2018). *Statistics in corpus linguistics: A practical guide.* 5. *Corpora for Modeling Human Multimodal Behaviour*, vol. 41, no. 3-4 / December, 2007 6. Hunston, Susan (2002). *Corpora in Applied Linguistics*. Cambridge. 7. Dunning, Ted (1993) Accurate methods for the statistics of surprise and coincidence. *Computational Linguistics*. 19, 1 (March 1993), 61-74. 8. Kennedy, G. *An Introduction to Corpus Linguistics*. Longman, 1998. 9. Koehn, Philipp (2005) Europarl: A Parallel Corpus for Statistical Machine Translation, *MT Summit 2005* 10. Leech, Geoffrey and Nicholas Smith, *Manual to accompany The British National Corpus (Version 2) with Improved Word-class Tagging*. University of Lancaster, 2000. 11. Martin Wynne (editor). 2005. *Developing Linguistic Corpora*: a Guide to Good Practice. Oxford: Oxbow Books. 12. Martin, Jean-Claude, Patrizia Paggio, Peter Kuehnlein, Rainer Stiefelhagen and Fabio Pianesi (2007) *Introduction to the special issue of the Journal Language Resources and Evaluation Multimodal* 13. McEnery, T. & Wilson, A. (2001) *English Corpus Linguistics*, 2nd Ed. Edinburgh: Edinburgh University Press 14. McEnery, Tony & Wilson, A (2001) *Corpus Linguistics* 2nd ed, Edinburgh UP. 15. Nancy Ide, Catherine Macleod (2001). The American National Corpus: A Standardized Resource of American English. *Proceedings of Corpus Linguistics*, Lancaster UK. 16. O'Keeffe et al. *Corpus to Classroom*, Cambridge, 2007. 17. O'Keeffe, A., & McCarthy, M. (2017). *The Routledge handbook of corpus linguistics.* Milton Park, Abingdon, Oxon: Routledge. 18. Paul Newman (2007) Copyright Essentials for Linguists Language Documentation & Conservation **1**(1) 19. Sinclair, John (1991) *Corpus Concordance Collocation* Oxford: Oxford UP. 20. Stephen Bird, Ewan Klein, Edward Loper (2009) *Natural Language Processing with Python*, O'Reilly. 21. Stubbs, Michael (1996) *Text and Corpus Analysis* Blackwell Publishers 22. Weisser, M. (2016). *Practical corpus linguistics: An introduction to corpus-based language analysis.* Chichester: Wiley Blackwell.

	23. Wynne, Martin (2005) *Developing Linguistic Corpora: A Guide to Good Practice.* Martin Wynne. Oxford, Oxbow Books.
Electronic Materials	1. https://corpus-analysis.com/ 2. Saudi Digital Library a list of 229 tools used in corpus analysis
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture rooms - Audio/Video Conferencing Rooms - University Main Libraries - Public Libraries
Technology Resources (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 - Cisco WebEx - Data show - Projectors - Smart Boards - Speaker - AV
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	3 or more corpora to be downloaded on computers

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) ➢ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		➢ Annual Program Review (Direct)
Learning Resources & Facilities	• Students • Faculty	➢ Student surveys (Indirect) ➢ Faculty surveys (Indirect)

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)

Course Title:	Comprehensive Exams
Course Code:	LNG 7301
Program:	Doctor of Philosophy in Theoretical Linguistics
Department:	Department of English Language & Literature
College:	College of Languages & Translation
Institution:	Al-Imam Mohammed bin Saud Islamic University

Table of Contents

A. Course Identification

1. Credit hours:	**	

2. Course type	
☒Required	☐Elective

3. Level/year at which this course is offered:	Level 5 / Year 3

4. Pre-requisites for this course (if any)**:**

LNG 951
LNG 952
LNG 953

5. Co-requisites for this course (if any)**:**
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning		
5	Other (Independent Study)	224	100%

7. Actual Learning Hours (based on academic semester)

No	Activity		Learning Hours
1	Lecture		-
2	Laboratory/Studio		-
3	Seminars		-
4	Others:	Independent Learning Hours (Private Study, Editing, Close-reading, writing, researching—library visits, online resources, accessing database)	448
		Comprehensive Exams	
		Feedback and Feedforward	
Total			**448**

B. Course Objectives and Learning Outcomes

1. Course Description

This course is the final outcome of the PhD program coursework. Students will take the comprehensive exams in terms of theoretical content, methodological approaches, and research paradigms acquired from the taught courses in the program. The student benefits from regular and scheduled supervisory input throughout the course period. Supervisory work starts with guidance about the selection of the reading list of the student's main major. The student's is expected to engage in systematic self-study activities related to library search, intensive readings of primary and secondary sources, disciplined training in research methods and skills, and proficiency in academic writing.

2. Course Main Objective

In accordance with Article 40 of the Unified Regulations for Postgraduate Studies, after passing the required academic courses, the student shall perform a comprehensive written and

oral examination conducted by a specialized committee in accordance with rules approved by the relevant councils. The exams will be in the main major of the student and the student will be considered a candidate for the degree if he or she passes the exams from the first time. In case the student fails in the exams or in part of them, he/she will be given one chance during two semesters, and if the student fails again, he or she will not be considered a candidate for the degree. The student must pass the comprehensive exams before registering the dissertation course.

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	**Knowledge and Understanding:** *By the end of the course, students should be able to:*	
1.1	Demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of current research in the discipline and in the chosen area of investigation	K1
1.2	Identify research gaps in existing knowledge structures, theoretical frameworks, and methodological approaches	K1
1.3	Correlate research approaches and methods with the research case at hand to reach optimal compatibility between content and method	K5
1.4	Position themselves within their area of investigation, research paradigm, and discursive practices in their field of specialism	K3
2	**Skills** *By the end of the course, students should be able to:*	
2.1	Evaluate independently information from original and secondary sources to develop new knowledge related to the topic of research in the discipline.	S1
2.2	Apply advanced research and bibliographic skills that adhere to the accepted norms of citation	S5
2.2	Generate new research hypotheses and test existing ones in order to conduct a robust research project	S5
2.3	Design an original dissertation that organizes and effectively communicates complex and abstract ideas in the specific field of investigation, using standard academic style in the field	S5
2.4	Formulate a self-sustained and critical literature review serving as a solid foundation for the theoretical argument and the data analysis in the dissertation	S4
2.5	Perform relevant modifications in accordance with supervisory feedback	S2
2.6	Articulate clear and plausible research findings supported by cogent theoretical arguments derived from the literature	S5
2.7	Use skills of information technology facilitating the research process (software packages, concorndancers, quantitative corpus analysis tools, etc.)	S6
3	**Values:** *By the end of the course, students should be able to:*	
3.1	Demonstrate the readiness and ability to abide by ethical standards and deal with ethical dilemmas in research	V1
3.2	Demonstrate self-confidence in defending their personal contribution within the limits of modesty (during the final oral defense)	V2

Course Learning Outcomes (CLOs)		Aligned PLOs*
3.3	Exercise initiative in organizing and pursuing a large-scale supervised research, while accepting full accountability for outcomes.	**V3**
3.4	Demonstrate the ability for innovative and autonomous learning, self-evaluation and an advanced and intellectually mature capacity to question assumptions, distinguish between fact and opinion, and be proactive in taking decisions and reaching conclusions	**V4**

* Program Learning Outcomes

C. Course Content

NO	List of Topics	Contact Hours
1	Reading List Selection	32
2	Documentation: Resources and Techniques	32
3	Independent Learning Hours (Private Study, Editing, Close-reading, writing, researching—library visits, online resources, accessing database)	64
4	Academic Writing for Comprehensive Exams	32
5	Comprehensive Exams Feedback and Feedforward	32
6	Oral Exams Discussion	32
Total		**224**

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	Demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of current research in the discipline and in the chosen area of investigation	- Minimal supervisory input in periodic sessions (direct or distant contact) - Intensive self-study activities guided by supervisor - Peer input during doctoral days organized on a quarterly basis by the program committee	- Periodic supervisory feedback on partial tasks (chapters, sections…) - Final oral defense (viva voce examination) - External validation of research instruments by specialist faculty on arrangement with supervisor
1.2	Identify research gaps in existing knowledge structures, theoretical frameworks, and methodological approaches		
1.3	Correlate research approaches and methods with the research case at hand to reach optimal compatibility between content and method		
1.4	Position themselves within their area of investigation, research paradigm, and discursive practices in their field of specialism		
2.0	**Skills**		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	Evaluate independently information from original and secondary sources to develop new knowledge related to the topic of research in the discipline.	- Minimal supervisory input in periodic sessions (direct or distant contact) - Intensive self-study activities guided by supervisor - Peer input during doctoral days organized on a quarterly basis by the program committee - Occasional workshops and webinars on methodology if need be	- Periodic supervisory feedback on partial tasks (chapters, sections…) - Final oral defense (viva voce examination) - External validation of research instruments by specialist faculty on arrangement with supervisor
2.2	Apply advanced research and bibliographic skills that adhere to the accepted norms of citation		
2.3	Generate new research hypotheses and test existing ones in order to conduct a robust research project		
2.4	Design an original dissertation that organizes and effectively communicates complex and abstract ideas in the specific field of investigation, using standard academic style in the field		
2.5	Formulate a self-sustained and critical literature review serving as a solid foundation for the theoretical argument and the data analysis in the dissertation		
2.6	Perform relevant modifications in accordance with supervisory feedback		
2.7	Articulate clear and plausible research findings supported by cogent theoretical arguments derived from the literature		
3.0	**Values**		
3.1	Demonstrate the readiness and ability to abide by ethical standards and deal with ethical dilemmas in research	- Minimal supervisory input in periodic sessions (direct or distant contact) - Intensive self-study activities guided by supervisor - Peer input during doctoral days organized on a quarterly basis by the program committee - Occasional workshops and webinars on methodology if need be	- Periodic supervisory feedback on partial tasks (chapters, sections…) - Final oral defense (viva voce examination) - External validation of research instruments by specialist faculty on arrangement with supervisor
3.2	Demonstrate self-confidence in defending their personal contribution within the limits of modesty (during the final oral defense)		
3.3	Exercise initiative in organizing and pursuing a large-scale supervised research, while accepting full accountability for outcomes		
3.4	Demonstrate the ability for innovative and autonomous learning, self-evaluation and an advanced and intellectually mature capacity to question assumptions, distinguish between fact and opinion, and be proactive in taking decisions and reaching conclusions		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
	Oral Defense of Exams	Approved time limit	100%

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

D. 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.

Notes on supervisory work:

As part of the course, each student will be allocated a research supervisor who will provide academic support and supervisory advice until the ultimate completion of the research project. Students must contact their supervisors immediately after gaining official admission to the course (ENG 990). Supervisory work covers all the successive stages involved in the completion of the dissertation:

1) *Topic selection stage*: The student works in close coordination with the supervisor to ensure that the topic is researchable, relevant, and original.

2) *Proposal stage:* After being formally approved by the supervisor, the proposal will be submitted to the Program Committee for final validation (See *PhD Program Templates*).

3) *Documentation and data collection stage*: The student is fully guided and supported by the supervisor in gaining official access to databases and library resources inside and outside the KSA (See *PhD Program Templates*: *Authorization Permit*).

4) *Writing up stage*: The student is expected to fix a clear completion schedule approved by the supervisor to meet official deadlines. The supervisor is legally required to provide period reports on the student's progress (See *PhD Program Templates*).
Final submission stage (See *PhD Program Templates*).

E. Learning Resources and Facilities
1. Learning Resources

Required Textbooks	Student/Advisor Selected Reading List
Essential Reference Materials	Cottrell, Stella. (2014). *Dissertations and Projects Reports: A Step by Step Guide*. Palgrave MacMillan. Hacker, Diana and Nancy Sommers. (2015). *A Pocket Style Manual, APA Version*. A Macmillan Education Imprint.
Electronic Materials	(https://infoguides.rit.edu/dissertationsandtheses) - OPEN ACCESS Theses and Dissertations (https://oatd.org/) - *EBSCO Open Dissertations* now includes the content from *American Doctoral Dissertations.* It is a free database with records for more than 1.4 million electronic theses and dissertations from more than 320 universities around the world. https://www.ebsco.com/products/research-Ddatabases/ebsco-open-dissertations - *Digital Repository (*https://digitalrepository.unm.edu/etds/ *)*
Other Learning Materials	

2. Educational and Research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Lecture halls - Language labs for IT-based workshops
Technology Resources (AV, data show, Smart Board, software, etc.)	- Data show for periodic supervisory sessions (5 %) - Methodology software (for corpus analysis and statistical validation)
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	- Facilities for special experimental-related topics applications

Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	• External Reviewers • Quality Assurance Unit	➢ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) ➢ Annual Program Review (Direct)
Learning Resources & Facilities	• Students • Faculty	➢ Student surveys (Indirect) ➢ Faculty surveys (Indirect)
Effectiveness of Teaching	• Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit	➢ Student Surveys (Indirect) ➢ Formal Observations (Indirect) ➢ Course Report and Course File (Direct) ➢ Student Samples (Direct) ➢ Self-Reflection reports (Indirect)
Effectiveness of Assessment	• Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	➢ Item Analysis Data ((Indirect)) ➢ Teacher Feedback (Direct) ➢ Student Feedback (Direct) ➢ Course Report & Course File (Direct)
Extent of Achievement of Course Learning Outcomes	• Students • Faculty • Quality Assurance Unit	➢ Item Analysis Data (Indirect) ➢ Course Report & Course File (Direct) ➢ Annual Program Review (Direct)

Evaluation Areas/Issues (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes,Quality oflearning resources, etc.)
Evaluators (Students,Faculty, Program Leaders,Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

F. Specification Approval Data

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