



## Course Specifications

<b>Course Title:</b>	Introduction to Linguistics
<b>Course Code:</b>	ENG 260
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	Department of English Language & Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Al-Imam Muhammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> level 3/ 2 <sup>nd</sup> year			
<b>4. Pre-requisites for this course (if any):</b> ENG 115, ENG 116, ENG 106			
<b>5. Co-requisites for this course (if any):</b> None			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended	60	100%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	34
2	Laboratory/Studio	
3	Tutorial	14
4	Others (Practical, Tests)	12
	<b>Total</b>	60

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is designed to introduce students to the main components of language theory and principles. The course is a kind of descriptive linguistics. It deals with a particular language—English, for the purpose of constructing a model to represent unconscious knowledge possessed by a fluent English speaker. This course has a double purpose. The first is to make clear to learners some fundamental linguistic principles, concepts and methods, which might be a preliminary study of general linguistics. The second purpose is to enable learners to have a better understanding of the structure of English, which might be an advanced study of English.

### 2. Course Main Objective

This course aims to introduce students to the main components of language theory and principles with comprehensive display of the main components in linguistics: phonetics, phonology, morphology, syntax, semantics, and pragmatics.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b> <i>On completing this course, students will be able to:</i>	
1.1	Develop a basic knowledge of the field of linguistics and its sub-domains	K1
1.2	Define the basic linguistics terminology	K2
1.3	Define and use with accuracy, knowledge in linguistic topics including phonology, morphology, syntax and semantics.	K3
<b>2</b>	<b>Skills:</b> <i>On completing this course, students will be able to:</i>	
2.1	Illustrate sound patterns of the language and its structure and meaning	S1
2.2	Analyze the structure of words and simple sentences	S2
2.3	Interpret rationally the knowledge of other languages and appreciate linguistic and cultural diversity.	S3
<b>3</b>	<b>Values:</b> <i>On completing this course, students will be able to:</i>	
3.1	Demonstrate a responsibility towards self-learning through discussing linguistic concepts, giving opinions, and asking for clarifications and details.	V1
3.2	Communicate and work effectively in clear correct spoken and written English in class activities, discussions, individual tasks, and collaboratively within teams.	V2
3.3	Demonstrate ethical behavior and responsibility in academic practices through regular attendance and commitment to the course requirements.	V3

### C. Course Content

No	List of Topics	Contact Hours
1	Unit 2: Animals and human language	2
2	Unit 3: Sounds of language	8
3	Unit 4: Sound patterns of language	8
4	Unit 5 : Word formation processes	4
5	Unit 6 : Morphology	4
6	Unit 7 : Grammar	4
7	Unit 8: Syntax	6
8	Unit 9: Semantics	6
9	Unit 10: Pragmatics	6
10	Practical lessons, Midterm	12
<b>Total</b>		<b>60</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Develop a basic knowledge of the field of linguistics and its sub-domains	Lectures Class discussion Presentations Tutorials PPT Presentations	-Quizzes -Assignments -Blackboard -Class Participation -Exams & quizzes -Mind Mapping
1.2	Define the basic linguistics terminology		
1.3	Define and use with accuracy, knowledge in linguistic topics including phonology, morphology, syntax and semantics.		
<b>2.0</b>	<b>Skills</b>		
2.1	Illustrate sound patterns of the language and its structure and meaning	-Lectures -Class discussion -PPT Presentations -Task-based sessions -Handouts -Tutorials	-Exams & quizzes -Assignments -Class activities -Response reports -Reflective writing -Mind Mapping
2.2	Analyze the structure of words and simple sentences		
2.3	Interpret rationally the knowledge of other languages and appreciate linguistic and cultural diversity.		
<b>3.0</b>	<b>Values</b>		
3.1	Demonstrate a responsibility towards self-learning through discussing linguistic concepts, giving their opinions, and asking for more clarifications and details.	-Peer or Group work -Peer and Group discussions -Tutorials -Task-based sessions	-Class activities -Exams & quizzes -Assignments -Response reports -Reflective writing
3.2	Communicate and work effectively in clear correct spoken and written English in class activities, discussions, individual tasks, and collaboratively within teams.		
3.3	Demonstrate ethical behavior and responsibility in academic practices through regular attendance and commitment to the course requirements.		

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterms- Choice to allocate either: One Midterm	7 or 8	30 %
	Two Midterms	6 or 7 - 11 - 12	30% or 40%
2	Choice of course work as assigned by the convener/instructor (see <b>D1</b> Assessment methods).	Throughout the semester	30% or 20%
3	Final Exam	End of the semester	40%
4	<b>Total</b>		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:

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	George Yule. (6 <sup>th</sup> edition) <i>The Study of Language</i> . Cambridge University Press.
<b>Essential References Materials</b>	O'Grady, W., Dobrovolsky, M., & Katamba, F. (Eds.). (1997). <i>Contemporary linguistics</i> . Hayes, B., Curtiss, S., Szabolcsi, A., Stowell, T., Stabler, E., Sportiche, D., & Steriade, D. (2013). <i>Linguistics: An introduction to linguistic theory</i> . John Wiley & Sons.
<b>Electronic Materials</b>	- <i>Linguist List</i> : <a href="https://linguistlist.org">https://linguistlist.org</a> - <i>Linguistic society of America</i> : <a href="http://www.linguisticsociety.org">www.linguisticsociety.org</a> - <i>Phonetic lab</i> : <a href="http://www.phoneticlabs.com">www.phoneticlabs.com</a>
<b>Other Learning Materials</b>	<u><a href="#">Online discussion</a></u> on Blackboard

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	A computer - A data show
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	University official online applications and platforms

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

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

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

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	
Reference No.	
Date	