



## Course Specifications

<b>Course Title:</b>	Syntax
<b>Course Code:</b>	ENG 237
<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> 3 hours
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> level 4/ 2 <sup>nd</sup> year
<b>4. Pre-requisites for this course (if any):</b> ENG229
<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	45	100%
3	E-learning		
4	Distance learning		
5	Other		

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

No	Activity	Contact Hours
1	Lecture	26
2	Laboratory/Studio	
3	Tutorial	6
4	Others (Practical work, Tests)	13
	<b>Total</b>	<b>45</b>

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>
This is a three- hour credit course that concerns the way in which a specific language combines words to form sentences, at the undergraduate level. It provides students with basic knowledge of the syntax (sentence structure) of English within the framework of Generative Grammar. It aims at familiarizing the student with basic syntactic knowledge such as the constituent, the sentence, the phrase, PS rules, government, binding, X-bar theory and sentence analysis.
<b>2. Course Main Objective</b>
The aim of this course is for students to acquire insight into the grammatical structure of English and become familiar with the syntactic concepts for sentence analysis.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding:</b> <i>By the end of this course, students should be able to:</i>	
1.1	List syntactic structural concepts and types such as phrase-structure rules, dominance, C-Command, the Binding Theory, and X-Bar Theory.	<b>K2</b>
1.2	Describe comprehensive knowledge and understanding of the features, theories and terminology in syntax and its relationship to other fields of linguistics.	<b>K3</b>
1.3	Apply with accuracy different syntactic processes (e.g. head-movement. NP movement and <i>wh</i> movement...etc.)	<b>K4</b>
<b>2</b>	<b>Skills:</b> <i>By the end of this course, students should be able to:</i>	
2.1	Demonstrate the ability to contextualize syntactic knowledge and skills to determine constituents, functions in sentences, structural relations, and rules.	<b>S1</b>
2.2	Differentiate between traditional grammar and generative grammar.	<b>S2</b>
2.3	Use the acquired knowledge of syntactic analysis to solve structural problems in different languages.	<b>S4</b>
2.4	Generate appropriate ideas, and methods when using hierarchical structures, phrase structure rules, and X-bar theory rules in the analysis of sentences in the English language and other languages.	<b>S5</b>
2.5	Develop an awareness and appreciation of the philosophical and analytical contexts of sentence structure and syntactic theory in the understanding of meaning.	<b>S7</b>
<b>3</b>	<b>Values:</b> <i>By the end of this course, students should be able to:</i>	
3.1	Demonstrate self-efficacy through a willingness to question, learn and take challenges independently.	<b>V1</b>
3.2	Demonstrate an ability to work effectively on individual tasks, and collaboratively within teams.	<b>V2</b>
3.3	Show a commitment to abide by ethical behavior in research and academic work related to syntax.	<b>V3</b>

### C. Course Content

No	List of Topics	Contact Hours
<i>Note: Practical Work is within the course topic's contact hours</i>		
1	Generative Grammar: introduction	3
2	Parts of Speech	6
3	Constituency, Trees, and Rules	6
4	Structural Relations	6
5	Binding Theory	3
6	The Base (X-bar Theory)	6
7	Extending X-bar Theory to Functional Categories	6
8	Tutorials	6
9	Tests	3
<b>Total</b>		<b>45</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	List syntactic structural concepts and types such as phrase-structure rules, dominance, C-Command, the Binding Theory, and X-Bar Theory.	-Lectures -Class discussion -Practical exercises -Case analysis	Assignments Blackboard and Class Participation Quizzes Exams Mind maps
1.2	Describe comprehensive knowledge and understanding of the features, theories and terminology in syntax and its relationship to other fields of linguistics.		
1.3	Apply with accuracy different syntactic processes (e.g. head-movement. NP movement and <i>wh</i> movement...etc.)		
<b>2.0</b>	<b>Skills</b>		
2.1	Demonstrate the ability to contextualize syntactic knowledge and skills to determine constituents, functions in sentences, structural relations, and rules.	-Lectures -Class discussion -Case analysis -PPT Presentations	Exams & quizzes In-class activities Take home assignments Case study Portfolio
2.2	Differentiate between traditional grammar and generative grammar.		
2.3	Use the acquired knowledge of syntactic analysis to solve structural problems in different languages.		
2.4	Generate appropriate ideas, and methods when using hierarchical structures, phrase structure rules, and X-bar theory rules in the analysis of sentences in the English language and other languages.		
2.5	Develop an awareness and appreciation of the philosophical and analytical contexts of sentence structure and syntactic theory in the understanding of meaning.		
<b>3.0</b>			
3.1	Demonstrate self-efficacy through a willingness to question, learn and take challenges independently.	-Pair /Group work -Class discussion	Observation Reflective writing Pair /Group work In-class activities Case study Portfolio Evaluation Rubric
3.2	Communicate and work effectively on individual tasks, and collaboratively within teams.		
3.3	Show a commitment to abide by ethical behavior in research and academic work related to syntax.		

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Group and pair work (in class activities)	Throughout the semester	10%
2	Midterm	7 or 8	30%
3	Quizzes	Throughout the semester	10%
4	Assignments	Throughout the semester	10%
5	Mind mapping	End of the semester	5%
6	Final Exam	16 & 17	40%
<b>Total</b>			<b>100%</b>

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

## E. Student Academic Counseling and Support

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

- 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.
- Support groups and remedial centers.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Syntax: A Generative Introduction. Andrew Carnie 3 <sup>rd</sup> Edition. Wiley-Blackwell 2013.
<b>Essential References Materials</b>	Robert, D., Van Valin. (2005). An Introduction to Syntax. Cambridge. Thomas, L. (1993). Beginning Syntax. Blackwell Publishers Ltd, Inc. Oxford UK & Cambridge University. Radford, A (2004). Transformational Grammar: A First Course, 12 <sup>th</sup> Ed. Cambridge University Press.
<b>Electronic Materials</b>	<a href="http://onlinelibrary.wiley.com/journal">http://onlinelibrary.wiley.com/journal</a>
<b>Other Learning Materials</b>	<b><i>Online discussion</i></b> on Blackboard, Microsoft teams. Tree-diagram programs

### 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.)	-The university's official cloud server <a href="http://cloud.imamu.edu.sa">cloud.imamu.edu.sa</a> gives access to faculty and students to multiple <b>Microsoft Office 365</b> applications such as OneDrive, Teams, SharePoint, Kaizala ...etc) -Blackboard -Cisco Webex - AV -data show  -Smart Board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
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	