ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

Course Specifications

Institution: Imam Muhammad ibn Saud Islamic University   Date: updated on 13/10/2019
College/Department: College of Languages and Translation/ Department of English Language and Literature

A. Course Identification and General Information

1. Course title and code: **English Syntax (ENG 237)**
2. Credit hours: **3 hours**
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) **BA in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: **Level 4/ 2nd year**
6. Pre-requisites for this course (if any): **Introduction to Linguistics (ENG 229)**
7. Co-requisites for this course (if any): **None**
8. Location if not on main campus: **Main campus for Male students / King Abdullah City for Female students**
9. Mode of Instruction (mark all that apply):

a. traditional classroom — ✓ — What percentage? 100%

b. blended (traditional and online) — What percentage?

c. e-learning — What percentage?

d. correspondence — What percentage?

f. other — What percentage?

Comments:

Traditional classes equipped with technology that is effectively used in class with on-line teaching using tree diagram programs

B Objectives

1. What is the main purpose for this course?

This course aims to introduce the student to sentence structure.

By the end of the course, the student will be able to:

- Identify grammatical constituents.
- Differentiate between constituents, functions and categories.
- Identify phrases and phrase structure rules.
- Apply syntactic concepts such as c-command, government, binding principles in the analysis of sentences.
- Recognize x-bar theory and its rules and basic concepts.
- Differentiate between phrase structure rules and x-bar rules.
- Apply the rules of X-bar theory in the analysis of sentences.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Practical application of the course content through handouts for each chapter.
- The use of web-based materials through offering students useful web links on the subjects covered in the syllabus for extra practice.
- Advising the students about the most up-to-date articles and publications.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This is a three- hour credit course that provides the undergraduate student with basic knowledge of English syntax. 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.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Part 1 Preliminaries (Generative Grammar) introduction	1	3 hrs.
Parts of Speech	1	3 hrs.
Constituency, Trees, and Rules	2	6 hrs.

Structural Relations	2	6 hrs.
Binding Theory	1	3 hrs.
The Base (X-bar Theory)	2	6 hrs.
Extending X-bar Theory to Functional Categories	2	6 hrs.
Practical	1	3 hrs.
Revision	1	3 hrs.

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	26			13		39
	Actual	26			13		39
Credit	Planed	3					3
	Actual	3					3

3. Additional private study/learning hours expected for students per week. | 3 |

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge** **Students at the end of the course should be able to:**		
1.1	Define main concepts and terms related to syntactic theories.	1. Class lectures 2. Class discussion 3. Assigning written hand outs and reading texts	1. Tests 2. Research paper 3. Written assignments 4- Group activities
1.2	Recognize basic syntactic theories (Phrase-structure rules, X-bar theory).		
1.3	Recognize structural relations between constituents in the English language and other languages.		

2.0	**Cognitive Skills** **Students at the end of the course should be able to:**		
2.1	Compare between the role of the theory of Phrase Structure rules, and Binding and X-bar Theories in the field of syntax.	1. Class lectures 2. Class discussion 3. Assigning written hand outs and reading texts 4. Small group work	1. Tests 2. Research paper 3. Written assignments 4. In-class activities 5. Open-book exam
2.2	Analyze sentences applying phrase-structure rules and transformational rules in the analysis of sentences.		
3.0	**Interpersonal Skills & Responsibility** **Students at the end of the course should be able to:**		
3.1	Use Phrase Structure rules, and X-bar Theory rules in the analysis of sentences independently and in teams.	1. Small group work/ tasks 2. Group/Pair discussions 3. Group/Pair review / analysis	1. Peer evaluation 2. Group activities
3.2	Demonstrate some appropriate level of ethical behavior that reflects responsibility.		
3.3	Demonstrate effective work in groups that reflect high standards to exercise leadership roles.		
4.0	**Communication, Information Technology, Numerical** **Students at the end of the course should be able to:**		
4.1	Research on the application of Phrase Structure rules, and X-bar Theory rules in the analysis of sentences in the English language and other languages as well.	Students will be encouraged to use the web for further information or tips to research and investigate.	Research paper
5.0	**Psychomotor** N/A		

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	**Assignments**	**Weekly**	**10%**
2	**Quiz**	**6**	**5%**
3	**Midterm Exam 1**	**10**	**15 %**
4	**Written Research Assignment**	**11**	**10%**
5	**Final**	**16**	**60%**

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Lecture rooms**

2. Technology resources (AV, data show, Smart Board, software, etc.)

- **A class computer**
- **Data Show Projector**
- **Computer lab with an internet connection**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Formal, anonymous course evaluations by students at the end of course (Administrated by the department).**

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- **In-class direct feedback**

3. Processes for Improvement of Teaching

- **Classroom discussion with students for any favored improvements to the course at the mid and end of the course**
- **Holding regular meetings between course conveners and instructors to address any issues related to the course**
- **Keeping abreast with the theory and practice of pedagogy.**

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- **Designing clear rubrics for each students' activity or assignment with the grading details**
- **Checking exam papers by a second reader to ensure accuracy in marking and grading**

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____