



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

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: Introduction to Linguistics (ENG 229)			
2. Credit hours: 4 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 3/ 2 nd year			
6. Pre-requisites for this course (if any): Listening and Speaking (ENG102), Reading Comprehension (ENG104), Writing (ENG112), English Grammar (ENG119)			
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	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: Traditional classes equipped with technology that is effectively used in class.			

B Objectives

1. What is the main purpose for this course?

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. Furthermore, it discusses main concepts in language acquisition and sociolinguistics. The following are the expected learning outcomes for students enrolled in the course:

The student will be able to:

- Recognize the fundamental properties that all languages share
- Develop a knowledge of the main fields of Linguistics
- Illustrate sounds production
- Analyze different sound patterns of the language
- Describe word-formation processes
- Analyze simple language structures into syntactic trees
- Explain concepts of societies and linguistic identities.
- Recognize language issues such as first and second language development, as well as language change

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)

- The use of technology in class by displaying multimedia content over the web for applied concepts such as sounds production
- The use of web-based materials through offering students useful web links on the subjects covered in the syllabus for extra practice
- Providing the students with 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 four-hour credit course introduces level3 undergraduate students to linguistics and its main components: phonetics, phonology, morphology, syntax, semantics, and pragmatics. In addition, it covers applied linguistics topics such as language acquisition and sociolinguistics.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit 1 & 2: Introduction: What is linguistics? Properties of language	1	4 hrs.
Unit 3: Sounds of language	2 & 3	8 hrs.

Unit 4: Sound patterns of language	4	4 hrs.
Unit 5: Word formation processes	5	4 hrs.
Unit 6: Morphology	6	4 hrs.
Unit 7: Grammar	7	4 hrs.
Unit 8: Syntax	8	4 hrs.
Unit 9: Semantics	9	4 hrs.
Unit 10: Pragmatics	10	4 hrs.
Unit 14: Second Language Acquisition	11&12	8 hrs.
Unit 18: Language and regional variation	13 & 14	8 hrs.
Feedback and revision	15	4 hrs.

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	56	4				60
	Actual	56	4				60
Credit	Planned	4					4
	Actual	4					

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

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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 By the end of the course, students will be able to:		
1.1	Recognize the basic knowledge of the field of linguistics, basic linguistics terminology, and its sub-domains	<ul style="list-style-type: none"> • Class lectures • Class discussion 	Textbook exercises Quizzes Midterm Final Exam

1.2	Recognize the international phonetic symbols and label basic phonological processes	<ul style="list-style-type: none"> • In-class exercises and handouts • PP presentations 	
1.3	Describe word formation processes		
1.4	Recognize the major theories of first and second language studies		
1.5	Outline the main concepts in language change and dialectical variations of the language		
2.0	Cognitive Skills By the end of the course, students will be able to:		
2.1	Analyze sound patterns of the language	<ul style="list-style-type: none"> • Class lectures • Class discussion • In-class exercises and handouts • PP presentations 	Textbook exercises Quizzes Midterm Final Exam
2.2	Analyze the structure of words and simple sentences		
2.3	Transcribe words phonemically and phonetically		
3.0	Interpersonal Skills & Responsibility By the end of the course, students will be able to:		
3.1	Use linguistic concepts effectively and ask for more clarifications and details	<ul style="list-style-type: none"> • Class lectures • Class discussion • In-class exercises and handouts • PP presentations 	Textbook exercises Quizzes Midterm Final Exam
3.2	Illustrate their opinions and reflect their thoughts of the course content		
3.3	Demonstrate a responsibility towards the course through regular attendance and commitment to the course requirements		
4.0	Communication, Information Technology, Numerical By the end of the course, students will be able to:		
4.1	Demonstrate effective communication in clear correct spoken and written English to in-class discussion and all course assignments	<ul style="list-style-type: none"> • Class lectures • Class discussion • In-class exercises and handouts • PP presentations 	Textbook exercises Quizzes Midterm Final Exam
5.0	Psychomotor N/A		

5. Schedule of Assessment Tasks for Students During the Semester

Assessment task (i.e., essay, test, quizzes, group project,	Week Due	Proportion of Total
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	examination, speech, oral presentation, etc.)		Assessment
1	Quiz	4	5%
2	In-class activity	Weekly	5%
3	Midterm Exam 1	7	15 %
4	Midterm Exam 2	11	15%
5	Final	16	60%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

4 office hours a week.

E Learning Resources

1. List Required Textbooks

George Yule. (2014). (5th edition) *The Study of Language*. Cambridge University Press

2. List Essential References Materials (Journals, Reports, etc.)

None

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- *Linguist List*: <https://linguistlist.org>
- *Linguistic society of America*: www.linguisticsociety.org
- *Phonetic lab*: www.phoneticlabs.com
- *Phonetics: The sounds of American English*:
<http://soundsofspeech.uiowa.edu/english/english.html>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

None

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.) <ul style="list-style-type: none"> Lecture rooms Laboratories
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> A class computer Data Show Projector
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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> In-class direct feedback
3. Processes for Improvement of Teaching <ul style="list-style-type: none"> Training sessions and workshops to facilitate the exchange of experiences amongst faculty members Holding regular meetings between course conveners and instructors to address any issues related to the course Reporting any challenges in the classroom with colleagues and admin staff Attending professional development conferences Keeping up to date with pedagogical theory and practice On-gong review of last semester's teaching strategies and results to set goals for achieving excellence in teaching.
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) <ul style="list-style-type: none"> 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,



هيئة تقويم التعليم
Education Evaluation Commission

course reports by teachers, feedback from host institutions, and program reviews.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

