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: **Theories of Linguistics (ENG 368)**
2. Credit hours: **2 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: **6** Year: **3rd year**
6. Pre-requisites for this course (if any): **English Phonetics and Phonology (ENG 239), Syntax (ENG 237), Semantics (ENG 363)**
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?	80%
b. Blended (traditional and online)	✓	What percentage?	20%
c. e-learning		What percentage?	
d. Correspondence		What percentage?	
f. Other		What percentage?	

Comments:
Course taught in regular classrooms with a direct contact with students accompanied, if possible, by some online collaborative boards if the teacher is able to do that. For example, flipped classroom is applied as one form of eLearning.

B Objectives

1. What is the main purpose for this course?

This course is a culmination of the students' knowledge of theoretical linguistics.

By the end of this course, students should be able to:

1- Identify basic concepts of the dominant theories of linguistics.
2- Explain the chronological phases of the linguistic theory.
3- Explain concepts related to structuralism, behaviorism, functionalism and generative grammar.
4- Apply theoretical concepts to real life problems.
5- Discuss different views about language and language study.

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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)

Apply the following:
- Pre-class activities
- Individualized based activities/assignments
- Group based activities/assignments

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

Course Description:

This 2-credit course introduces level 6 undergraduate students to the basic principles of theoretical linguistics, explains how language is represented and developed. The course presents different language schools and theories through some scholastic views on the development of linguistics as a discipline that has its aims and objectives. This course is organized chronologically from old theories to the most modern ones, providing students with the most important concepts related to this field.

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1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
The scientific study of language	1	2 hrs.

Overview of the main schools of language study	2	4 hrs.
Traditional Grammar	2	4 hrs.
Structuralism	3	6 hrs.
Functionalism	2	4 hrs.
Behaviorism	2	4 hrs.
Generative Theory	2	4 hrs.
Revision	1	2 hrs.

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	30	N/A				30
	Actual	30					30
Credit	Planed	2					2
	Actual	2					2

3. Additional private study/learning hours expected for students per week. [2]

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 various linguistic theories and concepts.	• Class lectures	Exams
1.2	Recognize key concepts, ideas, theories, evaluation criteria, methods and materials used in different theories of linguistics	• Class discussion • Mind maps	Quizzes Presentations
2.0	**Cognitive Skills** Students at the end of the course should be able to:		

2.1	Compare and contrast various linguistic ideas, concepts and findings which are most significant in each linguistic area	• Class lectures	Exams
2.2	Develop linguistic knowledge to introduce new perspectives on linguistic theory	• Class discussion	Quizzes
2.3	Evaluate contrasting theories via applying different theoretical frameworks and concepts to demonstrate understanding of the relationship between various areas of linguistics.	• Presentations • Group/Pair Work	Assignments
3.0	**Interpersonal Skills & Responsibility** **Students at the end of the course should be able to:**		
3.1	Demonstrate willingness and ability to work independently and in teams.	• Presentations • Peer/ group work • Assignments	Observation Checklist Projects Portfolio
3.2	Demonstrate an appropriate level of ethical behavior that reflects responsibility geared towards appreciation of the philosophical, cultural and social contexts of students inside and outside the classroom while working on accomplishing projects.		
4.0	**Communication, Information Technology, Numerical** **Students at the end of the course should be able to:**		
4.1	Demonstrate the implementation of new technology in presenting ideas effectively.	• Class lectures	Observation
4.2	Evaluate effective use of information and communications technology in investigating issues and analyzing data.	• Class discussion • Presentations	Projects Portfolio
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	Class activities	1-14	5%
2	Assignments	11	5%
3	Midterm exams	6th - 10th	20%
4	Portfolio + paper	8th - 12th	10%
5	Final	15th	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)

2 office hours a week.

E Learning Resources

1. List Required Textbooks

Selected readings in:
- *A short history of Linguistics*. R.H., Robins, (1997). Fourth edition. Routledge.
- *Schools of Linguistics*. G., Sampson, (1980). Stanford.
- *Structuralism*. J., Sturrock, (2010). Second edition.

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

- Roy,H. (2003). *Saussure and his interpreters*. Edinburgh: Edinburgh University Press.
- Norbert, H., Nunes,J., and Grohmann,K. (2005). *Understanding minimalism*. Cambridge: Cambridge University Press.

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

https://www.researchgate.net/publication/316702142_Linguistic_Theories_Approaches_and_Met hods

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

- **Blackboard**
- **Flip class**
- **Edmodo**

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.**
- **Informal student feedback throughout the semester.**

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

- **In class Peer Review to give support and disseminate good practice.**

3. Processes for Improvement of Teaching

- **Training sessions and workshops to facilitate the exchange of experiences amongst faculty members.**
- **Holding regular meetings between course conveners and instructors to address problems of the course.**
- **Discussing 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)

- **Identify rubrics for each students' activity or assignment.**
- **Checking grading of a sample of examination papers either by a resident or visiting faculty member**

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: _____