**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**COURSE SPECIFICATION ENG 221**

**Introduction to Linguistics**

**September**

**2015**

**Course Specification**

Institution: **King Saud University**

College/Department: **College of Arts/Department of English Language and Literature**

**A. Course Identification and General Information**

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| 1. Course title and code: **Introduction to Linguistics- ENG 221** |
| 2. Credit hours: **3** |
| 3. Program(s) in which the course is offered.(If general elective available in many programs indicate this rather than list programs)**B. A. in English** |
| 4. Name of faculty member responsible for the course**Dr. Mufleh Alqahtani & Mr. Abdulrahman Algilani** |
| 5. Level/year at which this course is offered:**Third Level/Second Year** |
| 6. Pre-requisites for this course (if any)**None** |
| 7. Co-requisites for this course (if any)**None** |
| 8. Location if not on main campus |

**B. Objectives**

1. Summary of the main learning outcomes for students enrolled in the course. Students will be able to:

1. Understand why we study language and linguistics

2. Use linguistic terminology accurately.

3. Define the basic terms in the core areas of linguistics: phonetics, phonology, morphology, syntax, and semantics

4. Explain the basic concepts and distinctions in the core areas of linguistics

5. Perform simple linguistic analyses of sounds, words, phrases and 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)

1. Providing students with web-based exercises for extra linguistic training

2. Informing students to consult free websites that offer information about linguistics

**C. Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

This course provides an up-to-date introduction to the study of Linguistic sciences. The course covers the importance of studying languages and linguistics. The areas that will be thoroughly covered in this course

are: phonetics, phonology, morphology, syntax, and semantics.

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| **1. Topics to be Covered** |
| **Topic** | **No of****Weeks** | **Contact hours** |
| General Introduction to Language and Linguistics | **1** | **3** |
| Chapter 3: The sounds of Language (Phonetics) | **1** | **3** |
| Chapter 3 *cont*. The sounds of Language (Phonetics) | **1** | **3** |
| Chapter 4: The sound Patterns of Language (Phonology) | **1** | **3** |
| Chapter 4 *cont.* The sound Patterns of Language (Phonology) | **1** | **3** |
| Chapter 5. Word formation  | **1** | **3** |
| **1st Mid-term Exam** | **1** | **3** |
| Chapter 6: Morphology | **1** | **3** |
| Chapter 7: Grammar | **1** | **3** |
| Chapter 8: Syntax |  |  |
| Chapter 8 *cont. Syntax* | **1** | **2** |
| Chapter 9: Semantics | **1** | **3** |
| **2nd Midterm Exam** | **1** | **2** |
| Final Review | **1** | **3** |

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| 2. Course components (total contact hours per semester): |
| Lecture:**33 hours** | Tutorial:**None** | Practical/Fieldwork/Internship:**None** | Other:**None** |

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)

**6 hours**

**4. Development of Learning Outcomes in Domains of Learning**

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;

- A description of the teaching strategies to be used in the course to develop that knowledge or skill;

- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

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| **a. Knowledge** |
| (i) Description of the knowledge to be acquired1. Knowledge of the importance of languages study and linguistics2. Knowledge of the basic concepts and distinctions of the core areas of Linguistics: phonetics, phonology, morphology, syntax, and semantics.3. Knowledge of the basic linguistic terminology4. Knowledge of the phonemic symbols |
| (ii) Teaching strategies to be used to develop that knowledge1. Lectures2. Class discussion3. In-class exercises4. Collaborative learning5. Extra handouts |
| (iii) Methods of assessment of knowledge acquired1. Midterms2. Presentations3. Final Exam |
| **b. Cognitive Skills** |
| (i) Cognitive skills to be developed; Students will be able to:1. Use accurately the linguistic terminology2. Transcribe words phonemically and phonetically3. Analyze the structure of words and sentences. |
| (ii) Teaching strategies to be used to develop these cognitive skills1. Lectures2. Class discussions and collaborative and individual practice as well as group work3. Analyze linguistic data to understand the components of sounds4. Study problem sets to help students understand the word and sentence structures. |
| (iii) Methods of assessment of students cognitive skills1. Class participation2. In-class performance when doing exercises3. Midterms and Final Exams |
| **c. Interpersonal Skills and Responsibility** |
| (i) Description of the interpersonal skills and capacity to carry responsibility to be developed1. Students are expected to participate in in-class exercises2. Students are expected to comment, ask, and sound their opinion |
| (ii) Teaching strategies to be used to develop these skills and abilities.1. Incorporating teaching of basic metacognitive strategies of time management, self-monitoring and evaluation2. Discussions with students on their background knowledge needed to proceed with this courseand asking them to refresh their linguistic knowledge by referring to many resources3. Individual counseling on areas of concern to the student during office hours.4. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas |

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| (iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility1. Active class participation reflects the student’s willingness to learn and positive attitude towardsthe course2. Performance on midterms and final exams are evidence of the student’s ability to recollect andsynthesize information |
| **d. Communication, Information Technology and Numerical Skills** |
| (i) Description of the skills to be developed in this domain.Students will be able to use:1. use of internet and the research skills2. use of IPA fonts3. use of presentation tools4. use of Google documents5. use of Google calendar |
| (ii) Teaching strategies to be used to develop these skills1. Students will be encouraged to make extensive use of material on the web2. Students will be encouraged to make extensive use of electronic dictionaries to get meanings, as well as pronunciation, of English words and phrases3. Students will be encouraged to listen to and read English-based material (e.g. the news) |
| (iii) Methods of assessment of students numerical and communication skillsNone |
| **e. Psychomotor Skills (if applicable)** |
| (i) Description of the psychomotor skills to be developed and the level of performance requiredN/A |
| (ii) Teaching strategies to be used to develop these skillsN/A |
| (iii) Methods of assessment of students psychomotor skillsN/A |

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| **5. Schedule of Assessment Tasks for Students During the Semester** |
| **Assess ment** | **Assessment task (e.g. essay, test, group project, examination etc.)** | **Week due** | **Proportion of Final Assessment** |
| 1 | 1st midterm | 7 | 30% |
| 2 | 2nd midterm | 12 | 30% |
| 3 | Final |  - | 40% |

**D. Student Support**

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

**12 hours per week; email**

**E. Learning Resources**

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| 1. Required Text(s)**Language Files. 10th edition. Ohio State University Press, 2007** |
| 2. Essential References**None** |
| 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)**None** |
| 4. Electronic Materials, Web Sites, etc:[www.sil.org/computing/catalog/show\_software.asp?id=12](http://www.sil.org/computing/catalog/show_software.asp?id=12) |
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**F. Facilities Required**

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| 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 (Lecture rooms, laboratories, etc.)**Lecture rooms large enough to hold 20-30 students** |
| 2. Computing resources**Laptop computer - projector system** |
| 3. Other resources (specify -- e.g. If specific laboratory equipment is required, list requirements or attach list)**None** |

**G. Course Evaluation and Improvement Processes**

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| (i) Strategies for Obtaining Student Feedback on Effectiveness of TeachingEnd of term evaluation of course by students (administered by the department) |
| (ii) Other Strategies for Evaluation of Teaching by the Instructor or by the DepartmentEnd of term evaluation of instructor by students (administered by the department) |
| (iii) Processes for Improvement of Teaching1. Workshops to facilitate the exchange of experiences amongst faculty members2**.** Discussion of challenges in the classroom with colleagues and supervisors3. Encouragement of faculty members to attend professional development conferences4. Keep up to date with pedagogical theory and practice |
| (iv) Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)1. Check marking of a sample of examination papers either by a resident or visiting faculty member2. Students who believe they are under graded can have their papers checked by a second reader |
| (v) Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.1. Compare syllabi and course description with other universities (including those on the net) |

2. Bi-annual meetings of faculty members to discuss improvement

3. Have a curriculum review committee to review the curriculum periodically and suggest improvements