Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Eng. 427

Linguistics III

Revised 2015

Course Specification

For Guidance on the completion of this template, please refer to   of Handbook 2 Internal Quality

Assurance Arrangements

Institution **King Saud University**

College/Department   **College of Arts/ Department of English**

A Course Identification and General Information

1. Course title and code: **Eng. 427 - Linguistics III**
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)   **B.A. in English language & Literature**
4. Name of faculty member responsible for the course   Dr.Mufleh Alqahtani
5. Level/year at which this course is offered : **Level 7 / 4th year**
6. Pre-requisites for this course (if any)   **Preferably, Eng. 320 Linguistics I & Eng. 323 Linguistics II**
7. Co-requisites for this course (if any) None

B. Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

Students should be able to:

1. Identify the basic principles characterizing each of the various schools of linguistics.

2. Provide an explanation of the different linguistic theories.

3. Discuss the historical development of the various theories of linguistics.

4. Compare and contrast characteristics of the various approaches to language study.

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

1.Increase use of IT or web-based reference materials

2.Use Web CT for uploading material

3. Consistently change the list of readings

4. Use of www.wiki.com

5. Include e-books such as those in the KSU library.

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

1 Topics to be Covered

Topic	No of Weeks	Contact hours
Introduction	1	2
Saussure: Language as a social fact	1.5	3

The Descriptivists: Franz Boas & Bloomfield	1	2
Functional Linguistics: The Prague School	2	4
The School of Generative Transformational Grammar	1	2
London School of Linguistics /Firth on Language as Context	1	2
Austin on Language as Action	1	2
Labov on Linguistic Variation	1	2
Halliday's Functional School	1.5	3
Language as Social Practice or CDA	2	4
Computer Applications of Linguistic Theory	1	2

. Course components (total contact hours per semester):

Lecture: **28 hours**	Tutorial:	Practical/Fieldwork /Internship: Exams: **2 hours**	Other:

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)

4 hours per week in the form of pre-reading for a lecture

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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 acquired

Students should demonstrate knowledge of:

1. Critiques and reviews of different schools of linguistics.

2. The various characteristic features of schools in linguistics

3. New trends in linguistic thought

4. Characteristic features of Saussure's structuralist school

5. Characteristic features of the American descriptivist school with particular emphasis on two figures: Boas and Bloomfield.

6. Characteristic features of the Prague Functional School especially Mathesius, Trubotskoy and Martinet

7. The theoretical features of the school of Generative Transformational Grammar

8. Characteristic features of the of the London School of Linguistics

9. Austin's view of language as action

10. The views of Labov on linguistic variation

11. Halliday's Functional Grammar

12. Characteristic principles of Critical Discourse Analysis

13. Computer applications of linguistic theory.

(ii) Teaching strategies to be used to develop that knowledge

1. Lectures
2. Class discussion
3. Close reading of linguistic texts with the students in the classroom
4. Collaborative learning and team work especially in understanding difficult texts by assigning a particular text that they read and understand together with distant help from the teacher.

(iii) Methods of assessment of knowledge acquired

1. Class Presentations
2. In-Terms
3. Research papers
4. Final Exam

b. Cognitive Skills

(i) Cognitive skills to be developed

1. Ability to think critically and analytically

2. Ability to make comparisons between different approaches to the study of language

3. Ability to apply theoretical knowledge to texts

4. Ability to do research and make use of information from references in support of a valid argument

(ii) Teaching strategies to be used to develop these cognitive skills

1. Lectures/teaching students how to read attentively and critically

2. Class discussions. Engage students in group and team discussions

3. Individual meeting with students. Discuss paper topics outside the classroom with the instructor.

(iii) Methods of assessment of students cognitive skills

1. Writing term papers and demonstrating to students where they have gone astray

2. Presentations in which they may explain extracts from theoretical texts with the intention of identifying the characterizing features of the text under study

3. Presentations in which they would compare between two or more schools of linguistics.

4. Matching different texts with different schools

5. Exams

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1. The ability of students to complete both reading and writing assignments in due time. This gives evidence of their responsibility

2. The ability of students to participate in class discussion. This creates cooperation with group members.

3. The ability of students to act responsibly and ethically in carrying out research particularly in avoiding plagiarism.

4. The ability of students to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team

(ii) Teaching strategies to be used to develop these skills and abilities

1. Lectures in which students are made aware of the significance of time management

2. Discussions with students on ethical behavior in conducting research

3. Individual counseling on research projects and writing difficulties

4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

1. Active class participation reflects the students ability to keep up with the reading assignments

2. Research papers will attest to the student's ability to fulfill assignments and respect deadlines as well as put ethical norms into action.

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d. Communication, Information Technology and Numerical Skills

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(i) Description of the skills to be developed in this domain.

1. Use of Academic English

2. Use of electronic journals and data basis

3. Web CT

4. Use of PowerPoint and laptop – projector systems

(ii) Teaching strategies to be used to develop these skills

1. Work closely with students to make extensive use of material on the web

2. Encourage students to consult the specialist in the computer lab for help on web-based material

3. Help students use PowerPoint when giving presentations.

(iii) Methods of assessment of students numerical and communication skills

Set particular points in their papers and presentations on whether the above methods for obtaining material have been implemented

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e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required

Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1.	First In-Term	Week 7	20%
2.	Presentations and/or papers, and/or 2nd midterm exam	Towards end of term	20%
3	Final Exam	End of semester	60%

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)
6 office hours, and via email.

E. Learning Resources

1. Required Text(s)
Joseph, John E.(2001) *Landmarks in Linguistic Thought* Vol. II Routledge. Call no J.J. 410.90904
Sampson, G. (1980*). Schools of Linguistics: Competition and Evolution*

2. Essential References:

Matthews, P.A. (2003) *Linguistics: A Very Short Introduction*

Beaugrande, Robert, De (1991) *Linguistic Theory : The Discourse of Fundamental Works.*

Robin, R. (1984) *A Short History of Linguistics*

Mohrmann, C. et. Al (1969) *Trends in European and American Linguistics.*

Newmeyer, Frederick (1980) *Linguistic Theory in America*

Whitman. Randal L. (1990) *English and English Linguistics*

Waterman, John T. (1970) *Perspectives in Linguistics*

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

A Dictionary of Linguistics

4-.Electronic Materials, Web Sites etc

5- Other learning material such as computer-based programs/CD, professional standards/regulations

Signed Student Code of honor explained during student orientation to university to protect against plagiarism

F. Facilities Required

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

1. Accommodation (Lecture rooms, laboratories, etc.) **Lecture rooms should be large enough to accommodate the number of registered students**
2. Computing resources **Laptop computer - projector system**
3. Other resources (specify --eg. 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 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated

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

1. Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.

3 Processes for Improvement of Teaching

1. Training sessions

2. Workshops to facilitate the exchange of experiences amongst faculty members

3. Regular meetings where problems are discussed and solutions given

4. Discussion of challenges in the classroom with colleagues and supervisors

5. Encouragement of faculty members to attend professional development conferences.

6. Keep up to date with pedagogical theory and practice

7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (eg. 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 member

2. Students who believe they are under graded can have their papers checked by a second reader

5 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