

ATTACHMENT 5.

**Kingdom of Saudi Arabia
The National Commission for Academic Accreditation &
Assessment**

**T6. Course Specifications
(CS)**

Course Specifications

Institution: KING KHALID UNIVERSITY, Abha, Kingdom of Saudi Arabia Date: April 7, 2016 (29.06.1437)
College/Department: FACULTY OF LANGUAGES AND TRANSLATION Department of English

A. Course Identification and General Information

1. Course title and code: Introduction to Linguistics, ENG. 320			
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 Language and Literature			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: 5th Level / 3rd 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			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="text" value="90%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text" value="10 %"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: While full-time attendance is highly recommended and required, instructors should make best use of e-learning resources in order to ensure optimal two-way communication with the students (announcements, homework, follow-up discussions, etc.).			

B Objectives

1. What is the main purpose for this course?

The main objectives of this course are to introduce students to major fields of linguistics and to present them with a general survey of the following core areas of linguistics: phonetics, phonology, morphology, syntax, semantics, and historical linguistics. This survey will prepare them for the more specialized subsequent linguistic courses.

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):

Apart from the traditional teaching techniques (lectures, class and group discussions, various assignments, etc.), instructors should encourage students to use the library resources as well as the ever-growing specialized websites providing students with invaluable opportunities for further practice. An excellent online tool for practising phonetic/phonemic transcription is:

<http://www.photransedit.com/Online/Text2Phonetics.aspx>

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

Course Description:

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Definition and scope of linguistics	1	3
Animals and human language	2	6

Phonetics	2	6
Phonology	2	6
Morphology	2	6
Grammar Traditional grammar: parts of speech; agreement; natural gender vs. grammatical gender Prescriptive vs. descriptive approach	2	6
Syntax	2	6
Semantics	2	6

2. Course components (total contact hours and credits per semester): **45**

	Lecture	Tutorial	Laboratory or Studio	Practical	Other	Total
Contact Hours	45					45
Credit						

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

3 hours

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 are expected to:		
1.1	be familiar with the complexity of language and language studies;	Lectures Class discussion E-learning	Class participation Quizzes and assignments Midterm exams Final exam
1.2	know how to classify and describe speech sounds in terms of articulatory processes;		
1.3	differentiate between distinctive and non-distinctive speech sounds (phonemes and allophones);		
1.4	identify and illustrate the various parts of speech dealt with in traditional grammar;		
1.5	discriminate between and critique prescriptive and descriptive approaches and attitudes to the study of language;		
1.6	analyze words into morphemes;		
1.7	analyze sentences into their constituent words and phrases;		
1.8	be familiar with lexical relations between words such as synonymy, antonymy, hyponymy, polysemy, and homophony.		
2.0	Cognitive Skills By the end of the course students are expected to:		
2.1	think critically and analytically about the nature of language;	Lectures. Class discussions for teaching students to think independently and engage in group discussions Encourage individual meetings of students with the instructor in order to discuss problematic issues.	Class participation Homework and/or assignments Quizzes Midterm exams Final exam
2.2	use linguistic terminology.		
3.0	Interpersonal Skills & Responsibility By the end of the course students are expected to:		
3.1	work independently and as part of a team.	Problem solving Case studies related to the topics	Homework and/or assignments Observing students' classroom activities Observing students' participation in classroom discussions Grading homework and/or assignments
4.0	Communication, Information Technology, Numerical Skills By the end of the course students are expected to:		

4.1	access online dictionaries and dedicated websites for broad and/or narrow phonetic transcription;	Independent study Computer-assisted instruction	Homework and/or assignments Discussion
4.2	use Blackboard tools for communicative and interactive purposes.		
5.0	Psychomotor		
5.1	N/A		
5.2	N/A		

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)											
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1	4.2
1.1												
1.2												
1.3												
1.4												
1.5												
1.6												
1.7												
1.8												
2.1												
2.2												
3.1												
4.1												
4.2												

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	First Midterm Exam	7th week	20%
2	Second Midterm Exam	13th week	20%
3	Quizzes and/or assignments	various weeks	10%
4	Final Exam	16th week	50%

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)

OFFICE HOURS: 5 hours

E. Learning Resources

1. List Required Textbooks

George Yule (2014) *The Study of Language*, 3rd edition, Cambridge: Cambridge University Press.

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

R. L. Trask (2007) *Language and Linguistics: The Key Concepts*, 2nd edition, New York: Routledge.

Ralph W. Fasold and Jeff Connor-Linton (eds.) (2013) *An Introduction to Language and Linguistics*, New York: Cambridge University Press.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Anne Curzan, Michael P. Adams (2012) *How English Works: A Linguistic Introduction*, 3rd edition, Pearson.

Fiona English, Tim Marr (2015) *Why Do Linguistics? Reflective Linguistics and the Study of Language*, London: Bloomsbury.

4. List Electronic Materials, Websites, Facebook, Twitter, etc.

<http://www.photransedit.com/Online/Text2Phonetics.aspx>

<http://www.oxfordlearnersdictionaries.com/>

<http://dictionary.cambridge.org/>

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

N/A

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. Computing resources (AV, data show, Smart Board, software, etc.) N/A
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> • Confidential completion of standard course evaluation questionnaire by students at the end of each semester • Occasional student-faculty meetings to get students' feedback
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"> • In-class observation by other colleagues • Peer observation • Observation by external experts
3. Processes for Improvement of Teaching <ul style="list-style-type: none"> • Workshops by internal and external experts • Coordination between teachers of different sections of the same course • Training and orientation for new instructors of the course

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)

- **Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department**
- **Mutual checking of random samples of examination papers by coordinators and other teachers of the same course**

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

- **Regular meetings between teachers and course coordinator**
- **Regular meetings by The Curriculum Review Committee**
- **Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee**

Name of Instructors: **Dr. Mihaita Horezeanu (Course Coordinator)**
Dr. Mohammed Alward
Dr. Muteb Alqarni

Signatures: _____

Date Report Completed: **07.04.2016 (29.06.1437)**

Field of Specialization of Teaching Staff: **Linguistics**

Program Coordinator: _____

Signature: _____

Date Received: _____

Explanatory Note

In the current modified version of the Course Specifications of Introduction to Linguistics we have made some changes and additions pertaining to the mode of instruction, the topics to be covered, the course learning outcomes, the curriculum mapping and the learning resources by updating the existing bibliography to the latest editions and by suggesting new titles.