

ATTACHMENT 5.

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

**T6. Course Specifications
(CS)**

Course Specifications

Institution: King Khalid University, Kingdom of Saudi Arabia	Date:
College/Department: Faculty of Languages and Translation, Department of English, Abha	

A. Course Identification and General Information

1. Course title and code: Applied Linguistics (1), ENG 422			
2. Credit hours: 3 Hours			
3. Program(s) in which the course is offered: BA in English (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: 7 th level/ 4 th year			
6. Pre-requisites for this course (if any)			
7. Co-requisites for this course (if any)			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	*	What percentage?	70%
b. blended (traditional and online)	*	What percentage?	30%
c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. other	<input type="text"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

<p>1. What is the main purpose for this course? Summary of the main learning outcomes for students enrolled in the course.</p> <ul style="list-style-type: none"> • Knowing the definition and areas of applied linguistics • Developing an understanding of first and second language acquisition. • Knowing non-linguistic factors affecting language learning • Familiarizing students with language learning strategies. • Knowing briefly the history of language planning. • Understanding the key features of language planning • Introducing students to the goals and types of language planning. <p>Evaluating the effects of the global spread of English.</p>
<p>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)</p> <ul style="list-style-type: none"> • Students are recommended to make use of relevant websites.

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
1. Definition and areas of Applied Linguistics	2	6
2. Approaches to first language acquisition	2	6
3. Approaches to second language acquisition	2	6
4. Approaches to learners' performance	2	6
5. Language Learning Strategies	2	6
6. Language planning and language policy	1	3
7.		
8. Goals and types of Language planning	1	3
9.		
10. The global spread of English: causes and effects	1	3

2. Course components (total contact hours and credits per semester): 45 Lectures						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours						
Credit						

3. Additional private study/learning hours expected for students per week. Three Hours per week for completing the homework and searching the material on the internet.
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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		
1.1	<ul style="list-style-type: none"> • Definition and scope of Applied Linguistics • Different approaches to first and second language acquisition • Various approaches to the study of learners' performance • Non-linguistic factors that have direct influence on language learning • Definition of language learning strategies, and their classification • Definition of language planning and language planning policy. • Goals and types of Language planning. • English as a global language: causes and effects. 		

2.0	Cognitive Skills		
2.1	<ul style="list-style-type: none"> Understanding various problems that can be tackled within Applied Linguistics field of study. Comparing various theories of first and second language acquisition. Analysing learners' performance and explaining sources of deviations. Evaluating the significant non-linguistic factors influencing language learning Evaluating their own language learning strategies and their effectiveness Explaining goals and types goals language planning. Evaluating the causes and effects of the global spread of English. 		
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	Exchanging views with regards to various topics in the course. Collective and individual research tasks Providing supplementary materials.		
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	<ul style="list-style-type: none"> The use of Blackboard Tools (Learning Management System) Searching digital information The utilization of databases (Digital library, etc.) 		
4.2			
5.0	Psychomotor: Not Applicable		
5.1			
5.2			

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

Course	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)	

LOs #	1.1	1.2	2.1	3.1	3.2
1.1	*				
2.1	*		*		
2.2			*		
3.1					*
3.2					*

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	Midterm 1	6.7	20%
2	Midterm 2	12.13	20%
3	Research Task	8,9,10, 11	10%
4	Final exam	16	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)

Two hours per week for individual student counselling and academic advice.

E Learning Resources

1. List Required Textbooks

1. Noor, H. & Al- Qadi, N. 2003. A Course in Applied Linguistics for EFL/ESL Arab Students. Al-Madinah Al-Munawarah: Dar Al Iman Bookshop.

<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p>Cook, V. (2001), Second Language Learning and Language Teaching, Edward Arnold. Ferguson, Gibson. 2006. Language Planning and Education. Edinburgh: Edinburgh University Press. (selected chapters).</p>
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <p>Cook, V. (1993) Linguistics and Second Language Acquisition, MacMillan. Towell, R. and R. Hawkins (1994) Approaches to Second Language Acquisition, Clevedon; Multilingual Matters.</p>
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>N/A</p>

F. Facilities Required

<p>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.)</p>
<p>Accommodation (Lecture rooms, laboratories, etc.): Lecture rooms</p>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <p>Computing resources: students are encouraged to use the Language Enhancement Program (LEP)</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p>

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>Confidential completion of standard course evaluation questionnaire by students at the end of each semester Occasional student-faculty meetings to get students' feedback</p>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>In-class observation by other colleagues</p>

Peer observation Observation by external experts
3 Processes for Improvement of Teaching 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 Instructor: _____

Signature: _____ Date Report Completed: _____

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____ Date Received: _____

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والاعتماد الأكاديمي**