

ATTACHMENT 5.

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

**T6. Course Specifications
(CS)**

Course Specifications

Institution: King Khalid University	Date
College/Department	

A. Course Identification and General Information

1. Course title and code: 427			
2. Credit hours: 3			
3. Program(s) in which the course is offered. B.A (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Prof Atef Jalabneh			
5. Level/year at which this course is offered: 8 level			
6. Pre-requisites for this course (if any): Introduction to Linguistics: Code; 320			
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	<input type="checkbox"/>	What percentage?	<input type="text" value="100"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: This is basically a theoretical course that needs face to face interactions with maximum use of blackboard to draw tree-structures.			

B Objectives

1. What is the main purpose for this course?

Students have to achieve by the end of the semester the following objectives very clearly:

Course Objectives:

1. Students should gain the knowledge about the basic phrase as well as sentence structure of English language.
2. They should develop the ability to comprehend and analyze the types of relations established between the phrases [NP, VP, AP, PP, ADVP, T, CP] in a sentence.
3. They should be made aware of Chomsky's different syntactic theories, namely, Standard Theory (1957), Extended Standard Theory (1965) and Government and Binding Theory (1981) and Minimalist Program (1995) and then apply them to English various structures
4. They should understanding the linear and hierarchical structure of sentences with reference to the above mentioned theories.
5. They should have excellent command of English language.

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):

I recommend to change the current text-book with a new one that involves the items in the syllabus.

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

Course Description:

Course Description

This is an introductory course meant to study of the structure of sentences with reference to the above mentioned theories. Instructors have to use the new version of phrase structure rules to build up phrases and then end up with the formation of sentences. Then, there is a shift to refer to the use of the Transformational Rules to account for the types of movements, namely, NP- movement, Aux- movement , PP-movement and Wh- movements that take place at D-level to get S-level. English languages is used to illustrate these derivations.

	1. Topics to be Covered	No. of Weeks	Contact hours
	Orientation	1	3
	Lexical Categories	2	3
	Lexical Categories	3	3
	English Phrase Structure	4	3
	English Phrase Structure	5	3
	Constituency Tests	6	
	Constituency Tests	7	(1hr) First Midterm Exam
	Phrase Structure Rules	8	2
	Midterm Break		3
	Phrase Structure Rules	10	3
	Syntactic Ambiguity	11	3
	Syntactic Ambiguity	12	3
	Transformational Rules	13	3
	Transformational Rules	14	(1hr) Second Midterm Exam
	Principles of Minimalist Program	15	2
	Principles of Minimalist Program	16	3
	Wrapping up	17	(2 hrs) Finals exam

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	51					

Credit						
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3. Additional private study/learning hours expected for students per week.	NA
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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	Students should gain the knowledge about the basic phrase as well as sentence structure of English language.	<ol style="list-style-type: none"> 1. Twice a week lectures theoretical lectures 2. Group discussions in class 3. Group and individual assignments in class and at home 4. Specific class discussions and arguments 	<ol style="list-style-type: none"> 1. Quizzes or Assignments (10%) 2. First- Mid- term Exam (20%) 3 Second- Mid- term Exam (20%) 4. Final Exam (50%)
1.2			
2.0	Cognitive Skills		
2.1	They should develop the ability to comprehend and analyze the types of relations established between the phrases [NP, VP, AP, PP, ADVP, T, CP] in a sentence.	<ol style="list-style-type: none"> 1. Solving problems in <ol style="list-style-type: none"> a. syntax 2. Group discussions <p>Case study</p>	
3.0	Interpersonal Skills & Responsibility		
3.1	They should be made aware of Chomsky's different syntactic theories, namely, Standard Theory (1957), Extended	<ol style="list-style-type: none"> 1. Group discussions 2. Individual class activities 3. Assignments in class, at 	

	Standard Theory (1965) and Government and Binding Theory (1981) and Minimalist Program (1995) and then apply them to English various structures	group and individual levels and board practices Role taking in certain syntactic issues	
4.0	Communication, Information Technology, Numerical		
4.1	They should have excellent command of English language.	<ol style="list-style-type: none"> 1. Language communication on blackboard once a week on Wednesday 2. Role-taking in class 3. Decision-making 4. Encouraging pair work and group work in the class 5. Encouraging the students to communicate in English with their teachers and other students by giving them individual and group projects 6. Individual reports 7. Taking notes is obligatory 	
5.0	Psychomotor		
5.1	NA	Not Applied	
5.2	NA		

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		2.1		3.1		4.1	
1.1									
2.1									
3.1									
4.1									

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	1. First- Mid- term Exam (20%)	7	25%
2	2. Second- Mid- term Exam (20%)	14	25%
3	3. Final Exam (50%)	17	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)

Students are ready to take consultations and academic advice for 12 office hours per week.

E Learning Resources

1. List Required Textbooks

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2. List Essential References Materials (Journals, Reports, etc.) Linguistic Inquiry Natural Language and Linguistics
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) Radford, A . (2005). Minimalist Program
4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. NA

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.) Classrooms and the number of seats not more than 25.
2. Computing resources (AV, data show, Smart Board, software, etc.) Blackboard
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) NA

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G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none">a. Classroom- assignments and activitiesb. Through BB.c. Homework sheets
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>NA</p>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none">a. Attendance is obligatory or else students will not be able to follow the instructors as the course is 90% theoretical and 10% applications on exercises.
<p>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)</p>

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
The course must be reviewed and changed every four years to pace with the latest development knowledge of modern linguistic theories.

Name of Instructor: Prof. Atef Jalabneh

Signature: a. Jalabneh Date Report Completed: 31-03-2016

Name of Field Experience Teaching Staff : Dr Ahemd Aseeri and Dr Emad Tamary

Program Coordinator: Prof. Atef Jalabneh

Signature: a. Jalabneh Date Received: 04-04-2016