



## **T6. Course Specifications**

**(CS)**

**ENG. 311-3**

**Introduction to linguistics**



### Course Specifications

Institution: Najran University	Date of Report: 20/3/1438
College/Department: <b>College of Science &amp; Arts / English Department</b>	

#### A. Course Identification and General Information

1. Course title and code: Eng 311, Introduction to Linguistics			
2. Credit hours: 3 hours			
3. Program(s) in which the course is offered. B.A in English (If general elective available in many programs indicate this rather than list programs) <b>English Program</b>			
4. Name of faculty member responsible for the course:  Dr. Abdul Hafeed Fakihi- Ghozail Faleh			
5. Level/year at which this course is offered:  Level Five (Third Year)			
6. Pre-requisites for this course (if any): 221 Eng. 3, English Pronunciation			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Main Campus, Najran University			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	100
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments: No Comments			

## B Objectives

1. What is the main purpose for this course?

Developing the students skills pertaining to defining and differentiating between the major areas of linguistics: phonetics, phonology, morphology, syntax, semantics and applied linguistics

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)

Use of web-based material.

Increased use of websites in promoting learning English sounds via listening to native speakers of English and pronunciation practice.

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

### Course Description:

This introductory course provides the students with a foundation in methods for analyzing and understanding language from various theoretical perspectives within linguistics and language studies. Its novel approach introduces systemic functional linguistics, text and discourse analysis, and formal approaches to linguistics. It demonstrates applications of these approaches to reveal how we use language in society, how we process language, and how we learn language. Topics include phonetics, phonology, morphology, syntax, semantics, language change and variation, and animal and human communication systems.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
I. Introduction: A. What is Linguistics? B. Some general principles in linguistics C. Animal and Human Communication System	1 week	3 hours



<p>II. Phonetics and Phonology:</p> <p>A. An introduction to phonetics: Speech sounds production, speech organs, sounds of English and phonemic symbols</p> <ol style="list-style-type: none"> <li>1. Consonants: description and classification</li> <li>2. Vowels: description and classification</li> <li>3. Transcription of words</li> </ol> <p>B. An introduction to phonology</p> <ol style="list-style-type: none"> <li>1. Basic concepts: phonemes, phones, allophones, and minimal pairs.</li> <li>2. Syllable-structure, stress, intonation</li> <li>3. An introduction to generative phonology</li> </ol>	5 weeks	15 hours
<p>III. Morphology:</p> <ol style="list-style-type: none"> <li>1. An introduction to morphology: definition of morpheme; types of morphemes, morphemes and allomorphs</li> <li>2. Basic concepts: tense, person, gender, number, agreement ... etc.</li> <li>3. Differences between inflection and derivation</li> <li>4. Word-formation</li> <li>5. Morphological analysis of words</li> </ol>	3 weeks	9 hours
<p>IV. Syntax:</p> <p>A. An introduction to syntax: The sentence as a unit of syntactic analysis: definitions of the sentences in the various approaches to syntax</p> <p>B. A brief idea about structural syntax, phrase structure rules and transformational rules</p> <p>D. Transformational-generative grammar: competence/performance.</p> <p>E. A brief idea about Chomsky's syntactic theories (1956, 1965, 1977, 1980, 1986, 1991, 1995).</p>	3 weeks	9 hours
<p>V. Semantics:</p> <p>A. An introduction: sense/reference, collocation/denotation</p> <ol style="list-style-type: none"> <li>1. Meaning of words:</li> <li>2. Synonyms, antonyms, hyponym, polysemy ... etc</li> <li>3. Ambiguity: structural, phonological, semantic ...etc</li> </ol> <p>B. Meaning of sentences:</p> <ol style="list-style-type: none"> <li>1. Thematic relations/semantic participants</li> <li>2. Argument structure, categorization ...etc</li> </ol> <p>VI. Review</p>	3 weeks	9 hours



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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	3×15 weeks	-----	-----	-----	-----	45
Credit	3	-----	-----	-----	-----	3

## 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
<b>1.0</b>	<b>Knowledge</b>		
1.1	1. Define the basic linguistic concepts/terms and theories.	1. Lectures 2. Class discussion 3. Presentations	1. Mid-term exams <b>2. Final exam</b>
1.2	2. Describe the main characteristics of language explaining the differences between human and animal communication system.	1. Lectures 2. Class discussion 3. Presentations	1. Mid-term exams <b>2. Final exam</b>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	1- Apply linguistic rules to different contexts and patterns.	1. Lectures 2. Class discussion	1. Mid-term exams <b>2. Final exam</b>
2.2	2- Perform simple linguistic analysis at various levels: words, phrases and sentences.	1. Lectures 2. Class discussion	1. Mid-term exams <b>2. Final exam</b>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		



3.1	1. Participate effectively in team work.	1.Cooperative learning 2.Self-learning strategies	Observation cards Online participation & Quizzes
3.2	2. Show responsibility and lead a team	1.Cooperative learning 2.Self-learning strategies	Observation cards Online participation & Quizzes
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	1. Use modern methods of technology in learning English language.	1.Cooperative learning 2.Self-learning strategies	Observation cards Online participation & Quizzes
4.2	2. Communicate others in spoken and written English.	1.Cooperative learning 2. Discussion	Observation cards Online participation & Quizzes
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable	Not applicable	Not applicable
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 LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)							
	1.1	1.2	1.3	2.1		3.1	3.2	4.1 4.2
1.1	√							
1.2			√					
2.1				√				
2.2				√				
3.1						√		
3.2							√	
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	<b>Midterm Exam 1</b>	7	20%
2	<b>Midterm Exam 2</b>	11	20%
3	<b>Final written examination</b>	16/17	50%

4	Online participation & Quizzes	To be decided by the instructor	10%
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#### 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)

**Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising**

Besides:

1. Students are divided according to their levels among faculty members for academic counseling and consultation.
2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.
5. Academic Advising icon is activated online through the University gate.
6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.
7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.

#### E. Learning Resources

##### 1. List Required Textbooks

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

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

McCabe, Anne (2011). *An Introduction to Linguistics and Language Studies*. UK: Equinox Publishing.

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

1. Winkler, E. G. (2007). *Understanding language*. London: Continuum.
2. Fromkin, V, R. Rodman & N. Hyams. (2007). *An Introduction to Language*, 8<sup>th</sup> Ed. Boston: Thompson Wordsworth.
3. McGregor, W. (2009). *Linguistics: An Introduction*. UK: Continuum International Publishing Group.
4. Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*, 2<sup>nd</sup> Ed. Cambridge:



University Press. 5. Lobeck, A. (2010). <i>Linguistics for everyone</i> . UK: Wadsworth Cengage Learning.
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  <b>1. Linguist List</b> <a href="http://www.linguistlist.org/">http://www.linguistlist.org/</a> Probably the most comprehensive site of linguistics resources on the Web. Maintained by and for linguists. <b>2. Linguistics on the Internet</b> <a href="http://www.blackwellpublishing.com/linguist">www.blackwellpublishing.com/linguist</a> Links organized into topics such as "Stars of the Web," general indices, theoretical linguistics, computational linguistics, language learning and teaching, among others. <b>3. iLoveLanguages (formerly The Human Languages Page)</b> <a href="http://www.ilovelanguages.com/">http://www.ilovelanguages.com/</a> Section devoted to language and literature contains links to individual languages; section for linguistic resources links to sites related to linguistics. <b>4. SIL International (formerly Summer Institute of Linguistics)</b> <a href="http://www.sil.org/">http://www.sil.org/</a> Web site of SIL, which is devoted to research, translation, and literacy among the world language communities. Links to a number of related academic domains, as well as "Ethnologue" ( <a href="http://www.sil.org/ethnologue">www.sil.org/ethnologue</a> ), a catalogue of over six thousand languages plus a number of indices, maps, and links <b>5. <a href="http://www.kwary.net/linguistics">www.kwary.net/linguistics</a></b> <b>6. <a href="http://www.msu.edu/course/asc/232">www.msu.edu/course/asc/232</a></b> <b>7. <a href="http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html">www.uiowa.edu/~acadtech/phonetics/english/frameset.html</a></b>
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  <b>All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures &amp; also electronic versions of available textbooks/references.</b>

## 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 should be large enough to accommodate the large number of students.
2. Computing resources (AV, data show, Smart Board, software, etc.)



Computerized language labs.
3. Other resources (specify, e.g. 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 <ul style="list-style-type: none"> <li>- Students' questionnaire evaluating teaching staff member and courses.</li> <li>- Indirect Course Learning outcomes effectiveness assessment questionnaire by students.</li> <li>- Assessment of Electronic learning effectiveness questionnaire by students.</li> <li>- Feedback of students' acquisition of taught material in the previous lectures.</li> <li>- Exam Paper Evaluation by students.</li> <li>- Meetings with students.</li> </ul>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> <li>- Self-evaluation report.</li> <li>- Peer evaluation.</li> <li>- Program Head evaluation report.</li> <li>- Peer review of marks on corrected exam papers.</li> <li>- Revision of exam paper marks' sheets.</li> <li>- Revision of Random corrected exam papers.</li> <li>- Review of exam papers by Measurement &amp; Assessment Committee.</li> <li>- Review of course report by a committee of staff members.</li> <li>- Course Specification Updating &amp; Review by Internal Review Committee in collaboration with Staff members.</li> </ul>
3 Processes for Improvement of Teaching <ol style="list-style-type: none"> <li>1. Regular meetings with teaching staff members where problems are discussed and solutions given</li> <li>2. Discussion of challenges in the classroom with colleagues and supervisors.</li> <li>3. Encouragement of faculty members to attend professional development conferences, seminars, workshops &amp; training programs.</li> <li>4. Keep up-to-date with pedagogical theory and practice</li> <li>5. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results.</li> </ol>

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)

1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.

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

1. Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report.

**Course Instructors: Dr. Abdul Hafeed Fakih- Ghozail Faleh**

**Signature: \_\_\_\_\_ Date Report Completed: 20/3/1438**

Name of Field Experience Teaching Staff \_\_\_\_\_

Program Coordinators: Dr. Al-Khier Atamna & Mrs./ Looloo Al-Raimy

**Signature: \_\_\_\_\_ Date Received: 21/3/1438**

**Reviewed by quality coordinator:**

**Dr. Asmaa Al-Adham  
Dr. Muhammad Al-Askary**