Course Specification

Institution: Dammam University

College/Department English Language

A Course Identification and General Information

1. Course title and code: General Linguistics 4
2. Credit hours (2)
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)   **English program**
4. Name of faculty member responsible for the course Dr. Munira Al-Azraqi
5. Level/year at which this course is offered 4th level
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 College of Arts (main building)

B Objectives

This course is designed to;
Demonstrate understanding and knowledge of the basic principles of language.   **Show a working vocabulary of linguistic terminology.**   **Define basic concepts in the major areas of applied linguistics.**   **Define the basic concepts of psycholinguistics: language and the brain, first and second language acquisition.**   **Define the basic concepts of sociolinguistics: Language history and change, language and regional variation and language and social variation.**

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

List of Topics	No of Weeks	Contact hours
1. **Introduction to the course**	1	2
2. **Semantics**	1	2
3. **Pragmatics**	1	2
4. **Discourse analysis**	1	2
5. **Language and the brain**	1	2
6. **First language acquisition**	1	2
7. **Second language acquisition/learning**	1	2
8. **Gestures and sign languages**	1	2
9. **Language history and change**	1	2
10. **Language and regional variation**	1	2
11. **Language and social variation**	1	2
12. **Language and the culture**	1	2
13. **Mid-term Exam**	2	4

2 Course components (total contact hours per semester):				
Lecture: **24 hours**	Tutorial: None	Laboratory	Practical/Field work/Internship **4 hours In-term exams)**	Other: None

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)

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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 students' assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired;

- **The basic concepts in the areas of semantics, pragmatics, psycholinguistics, and sociolinguistics,**
- **The basic concepts in language acquisition/learning.**
- **The basic concepts in how language varies socially and regionally.**

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

- **Lectures**

- **Class discussion**

- **Presentation**

(iii) Methods of assessment of knowledge acquired

- **Class participation**
- **In-term exams**
- **Final exam**

b. Cognitive Skills

(i) Description of cognitive skills to be developed

- **To derive a general understanding of the basic principles of aspect of applied linguistics as, psycholinguistics and sociolinguistics.**
- **To develop the ability to answer applications assignments and make use of the information from primary and secondary sources.**
- **To show competence in using different critical analysis in analysing the language.**
- **To develop the ability to apply knowledge gained to examples from their native language.**

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

- **Peer discussion.**
- **Problem solving discussion in the class.**
- **Short assignments to apply linguistic theories.**

(iii) Methods of assessment of students cognitive skills

- **Class participation**
- **Assignments/presentation**
- **In-terms**
- **Final Examination**

c. Interpersonal Skills and Responsibility

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

- **Peer discussion.**

- **Group assignment**

- **Oral presentation as groups**
- **Enforcement on important issues as time management, good planning, self-esteem.**

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

- **Class observation**
- **Oral presentation**

d. Communication, Information Technology and Numerical Skills

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

The students should be able to;

- **Use good English to demonstrate their knowledge.**
- **Use of the internet websites to look up information.**

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

- **Presentation supported by the use of the material on the web**.

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

- **Assignment**
- **Class observation.**

e. **Psychomotor Skills (if applicable)**

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

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

(iii) Methods of assessment of students psychomotor skills

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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	**Participation/attendance**	All	5%
2	**Presentation/assignment**	13-14-15	15%
3	**In-term Exams**	8-11	30%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- **Office Hours (4 hours a week)**

E Learning Resources

1. Required Text(s)

- Yule, George (2006) *The Study of Language*, Cambridge.

2. Essential References
- O'Grady, W., Dobrovolsky, M., Katamba, F. (2009) *Contemporary Linguistics: an introduction*. Longman.

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

- Akmajian, A. R. Demers, A. Farmer & A. Harnish (2001) *Linguistics: An introduction to language and communition.* Cambridge.
- Fromkin. V.P., Rodman & N. Haymans (2003) *An Introduction to Language*, Boston, Thomson Heinle.

4-.Electronic Materials, Web Sites etc
1-Linguist List
http://www.linguistlist.org/

2. iLoveLanguages (formerly The Human Languages Page)
http://www.ilovelanguages.com/

3. SIL International (formerly Summer Institute of Linguistics)
http://www.sil.org/

4."Ethnologue"
 (www.sil.org/ethnologue)

5. www.kwary.net/linguistics

6. www.msu.edu/course/asc/232

7. www.uiowa.edu/~acadtech/phonetics/english/frameset.html

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

- **Oxford Dictionary (CD)**

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.)
- **Equipped Room suitable for the students.**

2. Computing resources
• **Data show**
• **Computer**
• **internet access**

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
• **Students' in-term exams feed back**
• **Debriefing throughout the classes**

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
• **Student's evaluation survey**

3 Processes for Improvement of Teaching
• **Regular meetings with the coordinators and other instructors of the course to exchange ideas and discuss ideas and problems**
• **Discussion of challenges in the classroom with colleagues**
• **Keep up to date with pedagogical theory and practice**

4. Processes for Verifying Standards of Student Achievement (eg. 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)
• **Check marking of a sample of examination papers by another faculty member.**
• **Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.**
• **Students who 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.
• **Compare syllabi and course description with other universities (including those on the web).**
• **Regular meetings with the coordinators and other instructors to discuss improvement.**
• **Have a curriculum review committee to review the curriculum periodically and suggest improvements.**