



## Course Specifications

<b>Course Title:</b>	Introduction to Linguistics
<b>Course Code:</b>	ENG 320
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

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## A. Course Identification

<b>1. Credit hours: 3</b>
<b>2. Course type</b>
a. University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered: 5th Level / 3rd Year</b>
<b>4. Pre-requisites for this course (if any): None</b>
<b>5. Co-requisites for this course (if any): None</b>

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100 %
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

## 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	<b>45</b>

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>
This introductory course covers the basic linguistic concepts pertaining to the main areas of the scientific study of language with respect to form and function.
<b>2. Course Main Objective</b>
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, and semantics. This survey will prepare them for the more specialized subsequent linguistic courses.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	assess the complexity of language and language studies;	K3
1.2	classify and describe speech sounds in terms of articulatory processes;	K1
1.3	differentiate between distinctive and non-distinctive speech sounds (phonemes and allophones);	K1
1.4	identify and illustrate the various parts of speech dealt with in traditional grammar;	K2
1.5	discriminate between and estimate prescriptive and descriptive approaches and attitudes to the study of language;	K2
1.6	analyze words into morphemes;	K1
1.7	analyze sentences into their constituent words and phrases;	K3
1.8	describe lexical relations between words such as synonymy, antonymy, hyponymy, polysemy, and homophony.	K2
<b>2</b>	<b>Skills :</b>	
2.1	use linguistic terminology to deliver effective presentations;	S2
2.2	communicate findings of linguistic analyses or research in an effective way	S2
2.3	assess information from linguistic theories and data and use it to formulate personal arguments;	S5
2.4	integrate relevant linguistic knowledge in their written assignments and projects.	S9
<b>3</b>	<b>Values:</b>	
3.1	deepen and monitor their own learning both in the classroom and at the workplace;	V1
3.2	demonstrate cultural responsiveness while interacting with others;	V2
3.3	exercise responsibility in personal and professional relationships;	V2
3.4	work independently and as part of a team.	V3

### C. Course Content

No	List of Topics	Contact Hours
1	<b>Definition and scope of linguistics</b>	<b>3</b>
2	<b>Animals and human language</b> Communication; the properties of language	<b>6</b>
3	<b>The Sounds of Language (Phonetics)</b>	<b>6</b>
4	<b>The Sound Patterns of Language (Phonology)</b>	<b>6</b>
5	<b>Morphology</b>	<b>6</b>
6	<b>Grammar</b> Traditional grammar: parts of speech; agreement; natural gender vs. grammatical gender Prescriptive vs. descriptive approach	<b>6</b>
7	<b>Syntax</b>	<b>6</b>
8	<b>Semantics</b>	<b>6</b>
<b>Total</b>		<b>45</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	assess the complexity of language and language studies;	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● Class discussion</li> <li>● E-learning</li> </ul>	<ul style="list-style-type: none"> <li>● Class participation</li> <li>● Quizzes</li> <li>● Assignments</li> <li>● Midterm exams</li> <li>● Final exam</li> </ul>
1.2	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 estimate 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	describe lexical relations between words such as synonymy, antonymy, hyponymy, polysemy, and homophony.		
<b>2.0</b>	<b>Skills</b>		
2.1	use linguistic terminology to deliver effective presentations;	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● Problem solving</li> <li>● Case studies related to the topics</li> </ul>	<ul style="list-style-type: none"> <li>● Class participation</li> <li>● Homework and/or assignments</li> <li>● Projects</li> <li>● Quizzes</li> <li>● Midterm exams</li> <li>● Final exam</li> </ul>
2.2	communicate findings of linguistic analyses or research in an effective way		
2.3	assess information from linguistic theories and data and use it to formulate personal arguments;		
2.4	integrate relevant linguistic knowledge in their written assignments and projects.		
<b>3.0</b>	<b>Values</b>		
3.1	deepen and monitor their own learning both in the classroom and at the workplace;	<ul style="list-style-type: none"> <li>● Independent study</li> <li>● Class discussions for teaching students to think independently and engage in group discussions</li> <li>● Encourage individual meetings of students with the instructor in order to</li> </ul>	<ul style="list-style-type: none"> <li>● Homework and/or assignments</li> <li>● Discussion</li> <li>● Observing students' classroom activities</li> <li>● Observing students' participation in classroom discussions</li> </ul>
3.2	demonstrate cultural responsiveness while interacting with others;		
3.3	exercise responsibility in personal and professional relationships;		
3.4	work independently and as part of a team.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		discuss problematic issues	

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	First Midterm Exam	7 <sup>th</sup> week	20%
2	Second Midterm Exam	13 <sup>th</sup> week	20%
3	Quizzes and/or assignments	various weeks	10%
4	Final Exam	16 <sup>th</sup> week	50%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

**OFFICE HOURS: 10 hours/week**

## F. Learning Resources and Facilities

### 1. Learning Resources

Required Textbooks	George Yule (2016) <i>The Study of Language</i> , 6 <sup>th</sup> edition, Cambridge: Cambridge University Press. George Yule (2020) <i>The Study of Language</i> , 7 <sup>th</sup> edition, Cambridge: Cambridge University Press.
Essential References Materials	Akmajian, A. et al. (2017) <i>Linguistics: An Introduction to Linguistics and Communication</i> , 7 <sup>th</sup> edition, The MIT Press. Fiona English, Tim Marr (2015) <i>Why Do Linguistics? Reflective Linguistics and the Study of Language</i> , London: Bloomsbury. Mark Aronoff and Janie Rees-Miller (eds.) (2017) <i>The Handbook of Linguistics</i> , 2 <sup>nd</sup> edition, John Wiley & Sons, Ltd.
Electronic Materials	Vitalsource Ebook (e-textbook available on Blackboard)
Other Learning Materials	Online dictionaries and transcription applications: <a href="http://www.photransedit.com/Online/Text2Phonetics.aspx">http://www.photransedit.com/Online/Text2Phonetics.aspx</a> <a href="http://www.oxfordlearnersdictionaries.com/">http://www.oxfordlearnersdictionaries.com/</a> <a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a>

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<b>Lecture rooms</b>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<b>Blackboard Collaborate Ultra Phonetic online applications</b>

Item	Resources
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	OHP

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students Peer reviewers	Direct/Indirect
Achievement of course learning outcomes	Members of the Quality Unit	Direct
Learning activities and teaching materials	Course coordinator and course instructors	Direct
Students' results	Course coordinator and course instructors	Direct

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	Department of English
Reference No.	14
Date	May 2, 2021