اعتماد
NCAAA

T4

2020

# Course Specifications

| Course Title: | **Introduction to Linguistics** |
|---|---|
| **Course Code:** | Eng-3/253 |
| **Program:** | Bachelor Program in English Language |
| **Department:** | English Department |
| **College:** | Jazan (Male and Female Campus), Samtah (Female Campus), Dayer (Female Campus), Ardah (Female Campus), Darb (Female Campus), and Farasan (Female Campus) |
| **Institution:** | Jazan University |

## Table of Contents

## A. Course Identification

| |
|---|
| **1. Credit hours:**     **3 hours** |
| **2. Course type** <br> **a.**     University ☐    College ☐    Department ☑      Others ☐ <br> **b.**      Required ☑     Elective ☐ |
| **3. Level/year at which this course is offered:**    Level 3   Second year |
| **4. Pre-requisites for this course** (if any)**:** |
| **5. Co-requisites for this course** (if any)**:** NA |

### 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) Discussion + Study + Assignments | |
| | **Total** | **45** |

## B. Course Objectives and Learning Outcomes

**1. Course Description**

This course is designed for students planning to take an advanced course in Linguistics, or anyone who is interested in learning more about the scientific study of language. The course focuses on speech sounds and sound patterns, how words are formed, organized into sentences and understood, how language changes, and how it is learned.

It includes the following topics of linguistics: Phonetics: what sounds make up human language?, Phonology: how our brain categorizes the sounds, morphology: how words are formed from smaller units of meaning , grammar: the rules that govern languages, syntax: how words come together to form sentences, semantics: how we extract meaning from sentences and Pragmatics: how we acquire meaning from context and sentences.

**2. Course Main Objective**

The key objectives of this course are to:

- present the various theories regarding the origins of language

- orient learners to the basics of animal and human communication
- enable students to comprehend the phonemes of English
- facilitate understanding of morphemes and processes of word formation
- demonstrate to learners on how to represent syntactic structures through tree diagrams
- introduce learners to the relevance of lexical relations in words and sentences
- assist learners in trying to relate theoretical pragmatics to contextual communication in real life.

## 3. Course Learning Outcomes

| | CLOs | Aligned PLOs |
|---|---|---|
| 1 | **Knowledge and Understanding:** | |
| 1.1 | Define terms and concepts in different branches of linguistics | K2 |
| 1.3 | Describe aspects of general linguistics in detail | K2 |
| 2 | **Skills :** | |
| 2.1 | Analyze phonemes, morphemes, and syllables based on set criteria | S1 |
| 2.2 | Illustrate syntactic structures with the help of tree diagrams | S2 |
| 3 | **Values:** | |
| 3.1 | Engage in innovative illustrations through collaborative practical approaches. | V2 |

## C. Course Content

| No | List of Topics | Contact hours |
|---|---|---|
| 1 | **Introducing Linguistics** <br> 1. Defining the basic terms (language & linguistics) <br> 2. Modern branches of linguistics <br> 3. The scope of Linguistics <br> 4. Who are the Language users? | 3 |
| 2 | **Chapter 2: Animals and Human Language** <br> 1. Communication (communicative signals vs. informative signals) <br> 2. Properties of human language <br> Reflexivity, Displacement, Arbitrariness, Productivity, Cultural transmission, Duality | 3 |
| 3 | **Chapter 3: The Sounds of Language** <br> 1. Defining the term (Phonetics): Areas of study ( articulatory phonetics, acoustic phonetics & auditory), Voiced and voiceless sounds <br> 2. Place of articulation: Bilabials, Labiodentals, Dentals, Alveolars, Palatals, Velars, Glottals, Charting consonant sounds <br> 3. Manner of articulation: Stops, Fricatives, Affricates, Nasals, Liquids, Glides, Vowels (list of vowel sounds) | 9 |
| 4 | **Chapter 4: The Sound Patterns of language** <br> Defining the term (phonology), Phonemes, Phones and Allophones, Minimal pairs and sets, Syllables-Consonant clusters | 6 |
| 5 | **Chapter5: Word Formation** <br> Etymology, Coinage, Borrowing, Compounding, Blending, Clipping, Backformation, Conversion, Acronyms, Derivation-Prefixes, suffixes and Infixes, Multiple processes | 6 |

| | | | |
|---|---|---|---|
| 6 | **Chapter 6: Morphology**<br>Defining the term (morphology), Morphemes-Free and bound morphemes, Lexical and functional morphemes and Derivational and inflectional morphemes, Morphological description | | 3 |
| 7 | **Chapter 8: Syntax**<br>Defining the term (syntax)-Structural ambiguity, Tree diagram, Symbols used in syntactic analysis, Phrase structure rules | | 6 |
| 8 | **Chapter 9: Semantics**<br>Defining the term (semantics), Meaning (conceptual and associative), Sematic features, Lexical Relations-Synonymy, Antonymy, Hyponymy, Prototypes, Homophones and homonymy, Polysemy, Word play and Metonymy, Collocation | | 3 |
| 9 | **Chapter 10: Pragmatics**<br>Defining the term (pragmatics), Context, Deixis, Reference, Inference, Anaphora, Presupposition, Speech acts | | 3 |
| 10. | Revision & Makeup Exams | | 3 |
| | **Total** | | 45 |

## D. Teaching and Assessment

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

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|---|---|---|---|
| **1.0** | **Knowledge and Understanding: students will be able to** | | |
| 1.1 | Define terms and concepts in different branches of linguistics | Lecture, group discussion, pair work and classroom activities | **Type of Assessment:**<br>Quiz, Worksheets, Midterm, Final Exam<br>**Nature of Questions:**<br>Fill in the blanks, Multiple Choice Questions, Matching questions, True/false, Short answers |
| 1.2 | Describe aspects of general linguistics in detail | Lecture, group discussion, pair work and classroom activities | **Type of Assessment:**<br>Same as above<br>**Nature of Questions:**<br>Fill in the blanks, Multiple Choice Questions, Matching questions, True/false, Short answers |
| **2.0** | **Skills: students will be able to** | | |
| 2.1 | Analyze phonemes, morphemes, and syllables based on set criteria | Discussion, Group work, Peer group presentation & Assignment | **Type of Assessment:**<br>Same as above<br>**Nature of Questions:**<br>Questions on voiced and voiceless sounds, the three-term label, fill in the blanks, MCQs, true or false, and subjective questions |
| 2.2 | Illustrate syntactic structures with the help of tree diagrams | Discussion, Group work, Peer group presentation & Assignment | **Type of Assessment:**<br>Same as above<br>**Nature of Questions:**<br>Draw a tree diagram, Explain the following sentence structure using a tree diagram<br>Analyze the place and manner of articulation for the following phonemes |
| **3.0** | **Values: students will be able to** | | |
| 3.1 | Engage in innovative illustrations through | pair work and classroom activities | **Type of Assessment:**<br>Same as above<br>**Nature of Questions:**<br>Questions that focus on identifying examples of semantics like polysemy, metonymy, |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|---|---|---|---|
| | collaborative practical approaches. | | hyponymy, synonymy, antonymy and deixis etc. |

## 2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|---|---|---|
| 1 | Quiz | 4 | 10 |
| 2 | Mid-term exam | 8 | 20 |
| 3 | Assignment / Presentation / Discussion | 10 | 10 |
| 4 | Final Exam | 15 | 60 |
| 5 | Total | | 100 |

**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:**
Students are assigned an academic advisor who meets them individually and on a regular basis in order to know the challenges, difficulties or any other concerns that they have towards each course. Students are allotted specific hours to come and discuss their concerns. The instructor is informed about each student's status by the advisor. Thus, development plans are arranged and implemented.

# F. Learning Resources and Facilities
## 1.Learning Resources

| | |
|---|---|
| **Required Textbooks** | George Yule. The Study of Language. Cambridge, 6th edition, 2017. |
| **Essential References Materials** | Traugolt, Elizabeth Closs and Mary Louise Pratt. Linguistics for Students of Literature. Harcourt Brace Jovanovich College Publishers.1980.<br>Brown, Douglas. H. Principles of Language Learning & Teaching. 4th ed. New York: Longman, 2000. |
| **Electronic Materials** | YouTube |
| **Other Learning Materials** | Activities on WhatsApp group that could form a separate database |

## 2. Facilities Required

| Item | Resources |
|---|---|
| **Accommodation**<br>(Classrooms, laboratories, demonstration rooms/labs, etc.) | In-campus classrooms equipped with data-show |
| **Technology Resources**<br>(AV, data show, Smart Board, software, etc.) | • Whiteboard<br>• Computer<br>• Data show |
| **Other Resources**<br>(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | • classroom with not more than 35 students<br>• library with essential references for the course |

## G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|---|
| Effectiveness of Teaching | Course Teachers, Teaching and Learning Unit, Students, Program Leaders | Formative and Summative Assessment (Direct), Student Evaluation (Indirect) |
| Achievement of CLOs | Course Teachers, Teaching and Learning Unit, Program Leaders | Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect) |
| Quality of Learning Resources | Course Teaching, Teaching and Learning Unit, Program Leaders, Students | Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect) |

**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 | |
|---|---|
| **Reference No.** | |
| **Date** | |