اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	**Seminar on Applied Linguistics**
Course Code:	**ENG-3/455**
Program:	**Bachelor of Arts**
Department:	**English Department**
College:	**Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Dayer (Female Campus), Ardah (Female Campus), and Farasan (Female Campus)**
Institution:	**Jazan University**

Table of Contents

A. Course Identification

1. Credit hours: 3
2. Course type
a. University ☐   College ☐   Department ☒   Others ☐
b.   Required ☒   Elective ☐
3. Level/year at which this course is offered:
4. Pre-requisites for this course (if any)**: ENG-3/355**
5. Co-requisites for this course (if any)**:**

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)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

Three credit course he course aims at involving graduate students in active discussion pertaining concepts in Applied Linguistics. The course aims at involving graduate students in active discussion pertaining concepts in Applied Linguistics; its definitions, a brief history, subfields, Language learning theories, First and second language learning, Error Analysis, Contrastive Analysis Hypothesis, Corpora in Applied Linguistics, Applied Linguistics and Language Testing, Language Policy and Planning among other topics are the foremost topics for discussion.

2. Course Main Objective

The main objective for such the course is to prepare graduate students for their future endeavors particularly those who are going to be English language teachers and higher studies by exposing them to different theories and practices and acquiring a critical understanding in the field of Applied Linguistics

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding: the students will be able to**	
1.1	Define Applied Linguistics within the scope of the field and inquiry	**K2**
1.2	Identify language learning theories and their impact on learning and teaching.	**K2**
1.3	Describe the impact of social factors on learners' understanding of language in diverse social contexts.	**K3**
1.4	Explain the importance of error analysis in second language teaching.	**K3**
2	**Skills: the students will be able to**	
2.1	Demonstrate significant knowledge of language planning and language ideologies.	**S1**
2.2	Distinguish the usefulness of Corpora in Applied Linguistics, and how corpora can be used in language learning and principle.	**S2**
3	**Values: the students will be able to**	
3.1	Engage independently and collaboratively in presenting the core issues of Applied Linguistics	**V2**

C. Course Content

No	List of Topics	Contact Hours
1	What is Applied Linguistics? (Definitions, Brief History and Subfields.)	**6**
2	Language Learning Theories (Behaviourism, Mentalist Krashen's Monitor Model, Acculturation Model, Socio-Cultural Model, Intergroup Model etc…)	**6**
3	First and Second Language Learning (Definitions of a Native Speaker, Factors Influencing Language Aptitude, Cognitive Abilities, Propensities for Language Learning, Factors Affecting SLA, Types of Language Learning etc) Social context and Language Learning and Language use.	**9**
4	Error Analysis	**6**
5	Contrastive Analysis Hypothesis	**6**
6	Corpora in Applied Linguistics (Corpus Linguistics, Lexicography, Types of Dictionaries)	**6**
7	Introduction to Language Planning and Policy	**6**
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**		
1.1	Define Applied Linguistics within the scope of the field and inquiry	Using the board for clarification-reading assignment-classroom discussion	Quiz and Midterm
1.2	Identify language learning theories and	Using the board for	Quiz and Midterm

		their impact on learning and teaching.	clarification-reading assignment- classroom discussion	
1.3	Describe the impact of social factors on learners' understanding of language in diverse social contexts.	Group discussion	Quiz and Midterm
1.4	Explain the importance of error analysis in second language teaching.	Group discussion	Quiz and Midterm
2.0	**Skills**		
2.1	Demonstrate significant knowledge of language planning and language ideologies.	Using Internet Explorer	In written work
2.2	Distinguish the usefulness of Corpora in Applied Linguistics, and how corpora can be used in language learning and principle.	Using Internet Explorer	In written work
3	**Values**		
3.1	Engage independently and collaboratively in presenting the core issues of Applied Linguistics	Whole Class Instruction	Presentation/Projects

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz one	5	5 %
2	Midterm	9	20 %
3	Quiz two	11	5 %
4	Assignment	10	5 %
5	Presentation	13-14	5 %
6	Final examination	15-16	60%
	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	Seminar on Applied Linguistics
Essential References Materials	Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). New York: Pearson Education, Inc. Ellis, R. (2008). The study of second language acquisition (2nd Ed.). New York:

	Oxford University Press. Nation, I. S. P., & Newton, J. (2009) Teaching ESL / EFL listening and speaking. New York: Routledge. Cook, G. (2003) Applied Linguistics. Oxford: OUP. Kees de Bot (2015) History of Applied Linguistic: From 1980 to Present. London and New York: Routledge.
Electronic Materials	http://courses.washington.edu/englhtml/engl560/corplingresources.htm
Other Learning Materials	Department handouts and worksheets

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	College library facilities need to be upgraded; Language lab need to be set up; Internet facility to be made available to teachers in their offices and for students and teachers in classrooms.
Technology Resources (AV, data show, Smart Board, software, etc.)	Improvement and overall periodical maintenance of technology resources is desired.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Worksheets

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 oflearning resources, etc.)
Evaluators (Students,Faculty, Program Leaders,Peer Reviewer, Others (specify)
Assessment Methods(Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	