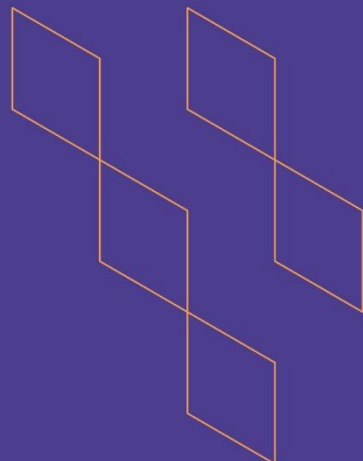




T-104
2022

Course Specification



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

Version: **T-104 2022**

Last Revision Date: 21/9/29



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A. General information about the course:

Course Identification

1. Credit hours: 3 hours

2. Course type

a. University ☐ College ☐ Department ☒ Track ☐ Others ☐

b. Required ☒ Elective ☐

3. Level/year at which this course is offered: Level 5 New plan

4. Course general Description

This course is designed to introduce students to the scientific study of language and Linguistics before they take an advanced course in Linguistics. The course focuses on the definition of language, the difference between animal and human language, and various aspects of human language such as speech sounds and sound patterns, how words are formed, organized into sentences, and understood. The course includes the following areas of linguistics: Phonetics: how sounds are articulated, Phonology: how sounds are categorized our brain, 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 meaning are extracted from sentences, and Pragmatics: how the meaning is acquired from context and sentences.

5. Pre-requirements for this course (if any): NA

6. Co- requirements for this course (if any): NA

7. Course Main Objective(s)

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 how to represent syntactic structures through tree diagrams,
- introduce learners to the relevance of lexical relations in words and sentences, and
- assist learners in trying to relate theoretical pragmatics to contextual communication in real life.

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom		100
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	33
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	33



B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify and name the key concepts, terms ideas, and theories in different areas of linguistics.	K2	Lecturer's presentation, group discussion, pair work and classroom activities	Type of Assessment: Quiz, Worksheets, Midterm, Final Exam Nature of Questions: Fill in the blanks, Multiple Choice Questions, Matching questions, True/false, Short answers
1.2	Recall the place and manner of articulation of English sounds	K2	Lecturer's presentation, group discussion, pair work and classroom activities, Active Learning, and Collaborative Learning	Type of Assessment: Same as above Nature of Questions: Fill in the blanks, Multiple Choice Questions, Matching questions, True/false, Short answers
...				
2.0	Skills			
2.1	Analyze phonemes, morphemes, and syllables structure based on set criteria	S1	Discussion, Group work, Peer group presentations, Assignment, Active Learning, and Collaborative Learning	Type of Assessment: Same as above Nature of Questions: 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	S2	Discussion, Group work, Peer group presentation, and Assignment	Type of Assessment: Same as above Nature of Questions: Draw a tree diagram, Explain the following sentence structure using a tree diagram Analyze the place and manner of articulation for the following phonemes
...				
3.0	Values, autonomy, and responsibility			



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.1	Engage in innovative illustrations through collaborative practical approaches.	V2	Pair work and classroom activities, Active Learning, and Collaborative Learning	Type of Assessment: Same as above Nature of Questions: Questions that focus on identifying examples of semantics like polysemy, metonymy, hyponymy, synonymy, antonymy and deixis etc.
3.2				
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Introducing Linguistics 1. Defining the basic terms (language & linguistics) 2. Modern branches of linguistics 3. The scope of Linguistics 4. Who are the Language users?	2
2.	Chapter 2: Animals and Human Language 1. Communication (communicative signals vs. informative signals) 2. Properties of human language Reflexivity, Displacement, Arbitrariness, Productivity, Cultural transmission, Duality	2
3.	Chapter 3: The Sounds of Language 1. Defining the term (Phonetics): Areas of study (articulatory phonetics, acoustic phonetics & auditory), Voiced and voiceless sounds 2. Place of articulation: Bilabials, Labiodentals, Dentals, Alveolars, Palatals, Velars, Glottals, Charting consonant sounds 3. Manner of articulation: Stops, Fricatives, Affricates, Nasals, Liquids, Glides, Vowels (list of vowel sounds)	8
4	Chapter 4: The Sound Patterns of language Defining the term (phonology), Phonemes, Phones and Allophones, Minimal pairs and sets, Syllables-Consonant clusters	3
5	Chapter5: Word Formation Etymology, Coinage, Borrowing, Compounding, Blending, Clipping, Backformation, Conversion, Acronyms, Derivation-Prefixes, suffixes and Infixes, Multiple processes	3
6	Chapter 6: Morphology 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 Defining the term (Syntax)-Structural ambiguity, Tree diagram, Symbols used in syntactic analysis, Phrase structure rules	3



8	Chapter 9: Semantics Defining the term (semantics), Meaning (conceptual and associative), Semantic features, Lexical Relations-Synonymy, Antonymy, Hyponymy, Prototypes, Homophones and homonymy, Polysemy, Word play and Metonymy, Collocation	3
9	Chapter 10: Pragmatics Defining the term (pragmatics), Context, Deixis, Reference, Inference, Anaphora, Presupposition, Speech acts	3
10	Revision & Makeup Exams	3
Total		33

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	4	10
2.	Mid-term	7	20
3.	Assignment/ Presentation/Discussion	9	10
4.	Final Exam	12	60
	TOTAL		100

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	George Yule. The Study of Language. Cambridge, 7th edition,
Supportive References	Traugolt, Elizabeth Closs and Mary Louise Pratt. Linguistics for Students of Literature. Harcourt Brace Jovanovich College Publishers.1980. Brown, Douglas. H. Principles of Language Learning & Teaching.
Electronic Materials	YouTube
Other Learning Materials	Activities on WhatsApp group that could form a separate database

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	classroom with not more than 35 students
Technology equipment (projector, smart board, software)	Projectors • Whiteboard • Computer • Data show
Other equipment (depending on the nature of the specialty)	library with essential references for the course

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Effectiveness of students assessment	Examiner, 1 st Independent Reviewer, 2 nd independent reviewer	Correction, Rechecking and approval of the markslist
Quality of learning resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect)

Assessment Areas/Issues	Assessor	Assessment Methods
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

