



Course Specification

(Bachelor)

Course Title: Introduction to Linguistics
Course Code: ENG 253-3
Program: Bachelor Program in English Language
Department: Department of Foreign Languages
College: College of Arts & Humanities Jazan (Male and Female Campus)
Institution: Jazan University
Version: 2024
Last Revision Date:

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A. General information about the course:

1. Course Identification

1. Credit hours:					
3 hrs.					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
3. Level/year at which this course is offered: Level 3/ Second Year					
4. Course general Description:					
<p>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.</p>					
5. Pre-requirements for this course (if any): NA					
None					
6. Co-requisites for this course (if any): NA					
None					
7. Course Main Objective(s):					
<p>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.</p>					

2. Teaching mode (mark all that apply)





Percentage	Contact Hours	Mode of Instruction	No
100	45	Traditional classroom	1
		E-learning	2
		Hybrid	
		• Traditional classroom	3
		• E-learning	
		Distance learning	4

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

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

Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Knowledge and understanding				1.0
Type of Assessment: Quiz, Worksheets, Midterm, Final Exam Nature of Questions: Fill in the blanks, Multiple Choice Questions, Matching questions, True/false, Short answers	Lecturer's presentation, group discussion, pair work and classroom activities	K2	Identify and name the key concepts, terms ideas, and theories in different areas of linguistics	1.1
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	Discussion, Group work, Peer group presentations, Assignment, Active Learning, and Collaborative Learning	K2	Recall the place and manner of articulation of English sounds	1.2
				...





Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Skills				2.0
Type of Assessment: Same as above Nature of Questions: Questions on voiced and voiceless sounds, the three terms label, fill in the blanks, MCQs, true or false, and subjective questions	Discussion, Group work, Peer group presentations, Assignment, Active Learning, and Collaborative Learning	S1	Analyze phonemes, morphemes, and syllables structure based on set criteria	2.1
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	Discussion, Group work, Peer group presentation, and Assignment	S2	Illustrate syntactic structures with the help of tree diagrams	2.2
				...
Values, autonomy, and responsibility				3.0
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.	Pair work and classroom activities, Active Learning, and Collaborative Learning	V2	Engage in innovative illustrations through collaborative practical approaches.	3.1
				3.2
				...

C. Course Content

Contact Hours	List of Topics	No
3	Introducing Linguistics	1.





	<ol style="list-style-type: none"> 1. Defining the basic terms (language & linguistics) 2. Modern branches of linguistics 3. The scope of Linguistics 4. Who are the Language users? 	
3	<p>Chapter 2: Animals and Human Language</p> <ol style="list-style-type: none"> 1. Communication (communicative signals vs. informative signals) 2. Properties of human language 3. List of Topics <p>Reflexivity, Displacement, Arbitrariness, Productivity, Cultural Transmission, Duality</p>	a.
9	<p>Chapter 3: The Sounds of Language</p> <ol style="list-style-type: none"> 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) 	3
6	<p>Chapter 4: The Sound Patterns of language</p> <p>Defining the term (phonology), Phonemes, Phones and Allophones, Minimal pairs and sets, Syllables-Consonant clusters</p>	4
6	<p>Chapter 5: Word Formation</p> <p>Etymology, Coinage, Borrowing, Compounding, Blending, Clipping, Backformation, Conversion, Acronyms, Derivation-Prefixes, suffixes and Infixes, Multiple processes</p>	5
4	<p>Chapter 6: Morphology</p> <p>Defining the term (morphology), Morphemes-Free and bound morphemes, Lexical and functional morphemes and Derivational and inflectional morphemes, Morphological description.</p>	6
6	<p>Chapter 7: Syntax</p> <p>Defining the term (Syntax)-Structural ambiguity, Tree diagram, Symbols used in syntactic analysis, Phrase structure rules</p>	7
4	<p>Chapter 8 Semantics</p> <p>Defining the term (semantics), Meaning (conceptual and associative), Semantic features, Lexical Relations-Synonymy,</p>	8





	Antonymy, Hyponymy, Prototypes, Homophones and homonymy, Polysemy, Word play and Metonymy, Collocation	
4	Chapter 9: Pragmatics Defining the term (pragmatics), Context, Deixis, Reference, Inference, Anaphora, Presupposition, Speech acts	9
45	Total	

D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10	4	Quiz	1.
20	9	Mid-term	2.
10	12	Assignment	3.
60	17	Final Exam	4.
100%		Total	

*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	

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, 2nd independent reviewer	Correction, Rechecking and approval of the marks list
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)
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL/ COMMITTEE	DEPARTMENT COUNCIL (SESSION # 144607)
REFERENCE NO.	15036
DATE	26/12/2024

