|  |  |
| --- | --- |
| **Course Title:** | **Special Topics in Linguistics** |
| **Course Code:** | **ENGL 425** |
| **Program:** | **B.A. English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **x** | Others |  |  |
| **b.** | | Required | | | | **x** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level 9** | | | | |
| **4. Pre-requisites for this course** (if any)**:**  **ENGL 215** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
| **none** | | | | | | | | | | | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 25 | 83% |
| **2** | **Blended** | 5 | 17% |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 25 |
| **2** | **Laboratory/Studio** | 5 |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 30 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description Special Topics in Linguistics is an advanced course in linguistics which seeks to broaden and sharpen students' understanding and thinking about some particular language issues. It generally builds on students' knowledge, experience and skills gained from the overall courses of theoretical and applied linguistics they have so far gone through. Using the seminar strategy, instructors will select a few interesting topics and then particularly investigate and research them making use of some assigned readings. Instructors may opt to involve students in the process of selecting the topics if deemed significant and appropriate. The selection of the topics, though flexible and open, should be based on the following:   * Relevance to social, educational, cultural or environmental current issues. * Timeliness (new, novel and updated topics are always preferable). * Debatability and contentiousness (topics that evoke thinking, criticism and controversy are preferred to those are not). * Practicality (such as availability of materials). * Innovation and creativity.   Suggested topics may include: Intertextuality, Critical Applied Linguistics, Stereotypes, Productivity and Creativity in Morphology, Lexical Gaps, Markedness, Grammaticalisation in Syntax, Pidgins and Creoles in Sociolinguistics, Linguistics and literary Criticism, stylistics, Language and Climate Change, Naming and Address Terms, Multimodality, Language and Racism, Biolinguistics, Critical Linguistics, Developmental Linguistics, Forensic Linguistics, Language and Diversity, language, Ideology and Power, Language and Social Change, Language and Identity, Language and Culture, Schema Theory, language Planning, Language Loss/Attrition and Endangered Languages, etc.  After carefully selecting the topics (the number of the topics will be decided by the instructor depending on a range of factors), students will read prescribed/assigned readings and then discuss the content in the classroom with the guidance and help of the instructor. Afterwards, a response or summary paper will be required from the students who may also be asked to conduct and write a small project on the issue discussed. Note that the topics selected may also be overlapping with other courses which the students have already gone through or are currently taking, but the degree of focus and intensiveness will be greater and deeper in this course.  Variation in topic selection, methods of instruction (focus group discussion, seminars, project, etc.) together with adopting a multifaceted strategy of evaluating students work, would always be recommended. |
|  |
| 2. Course Main Objective  1. Get a broader and more profound perspective of the main concepts of the special topics in linguistics discussed in the course. 2. Gain deep insights into the topics studied in the course. 3. Read critically and discuss the specific materials assigned by instructor. 4. Demonstrate effective presentation skills of the selected topics. 5. Attain some research skills in the context of the topics selected and studied. 6. Display some independent and autonomous learning skills. |
|  |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Identify main ideas, concepts, terms, etc., of the topics selected and discussed in the course showing a profound understanding of them. | 1.1, 1.2 |
| 1.2 | Demonstrate knowledge and skills related to the topics discussed in the course. | 1.3 |
| 1.3 | Identify the assigned readings and materials for each topic selected – both print and web-based materials. | 1.4 |
| **2** | **Skills :** |  |
| 2.1 | Discuss profoundly some key issues of language relevant to the special topics studied during the course. | 2.3 and 2.4 |
| 2.2 | Show high critical thinking skills in the context of reading the assigned texts, discussing, analyzing and summarizing them. | 2.2 |
| 2.3 | Write up a response paper on each of the topics following the class discussion/seminar. | 3.1 |
| 2... | Develop a few refined research skills in the context of the special topics selected, investigated and discussed throughout the course. | 2.5 |
| **3** | **Values:** |  |
| 3.1 | Complete test assignments in due time;  Act responsibly and ethically in conducting their work;  Communicate, negotiate and evaluate their strengths and weaknesses as team members. | 3.1, 3.2 |
| 3.2 | Students can actively and critically participate in class activities in the context of writing and evaluating tests. | 3.5, 4.1 |
| 3.3 | 1. Using electronic/web-based test data bases;  2. Using the multimedia in studying international tests;  3. Using language labs,  4. Using laptops and associated activities. | 4.1&4.2 |
| 3.4 | Display general computer and internet skills in the context of special topics investigated in the course.  Use social media (WhatsApp/Twitter, Facebook, etc.) to discuss the particular topics of the course. | 4.2 |
| 3.5 | Prepare some web-based materials relevant to the course topics along with getting them to experience wikis, e-books and some e-journals. | 4.3 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | **Course Orientation** | 2 |
| 2 | **Selecting the appropriate topics on the basis of the general criteria outlined in the above course description (see also the suggested topics from which you may choose).** | 4 |
| 3 | **Identify the assigned readings and materials for each topic selected (including both print and web-based materials)** | 2 |
| 4 | **Students present and discuss topic (1)** | 2 |
| 5 | **Critical analysis and response paper for topic (1)** | 4 |
| 6 | **Students present and discuss topic (2)** | 2 |
| 7 | **Critical analysis and response paper for topic (2)** | 2 |
| 8 | **Students present and discuss topic (3)** | 2 |
| 9 | **Critical analysis and response paper for topic (3)** | 4 |
| 10 | **Students present and discuss topic (4)** | 2 |
| 11 | **Critical analysis and response paper for topic (4)** | 2 |
| 12 | **Midterm(s) + An Overall Review/Revision + Final Exam.** | 2 |
| **Total** | | 30 |

# 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** | | |
| 1.1 | Identify main ideas, concepts, terms, etc., of the topics selected and discussed in the course showing a profound understanding of them. | Lecturing& Discussion | Post-class quiz and discussion+ mid & final exams. |
| 1.2 | Demonstrate knowledge and skills related to the topics discussed in the course. | Mixed methods, lecturing, class discussion, individual and class tasks. | Post-class quiz and discussion+ mid & final exams. |
| 1.3 | Identify the assigned readings and materials for each topic selected – both print and web-based materials. | 1**.** Lectures  2. Class discussion  3. Sample questionnaires  4. Collaborative learning/Team work  5. Use predicting skills.  6. Field work study | 1. Class participation  2. Quizzes  3. Class presentations based on outside reading activities to be covered  4. Midterms/open ended and objective type questions  5. Home Assignments  6. Final written exam |
| **2.0** | **Skills** | | |
| 2.1 | Discuss profoundly some key issues of language relevant to the special topics studied during the course. | Lecturing, Discussion, Students' data projector/PowerPoint presentations. | A task /quiz involving getting students to write/talk about the topics discussed in the class. |
| 2.2 | Show high critical thinking skills in the context of reading the assigned texts, discussing, analyzing and summarizing them. | Mixed methods, lecturing, class discussion, individual and class tasks. | A task involving getting students to research compare and contrast different issues of language and linguistics relevant to the course. |
| 2.3 | Write up a response paper on each of the topics following the class discussion/seminar. | Lecturing & Class Discussion. | Response paper-other relevant tasks. |
| 2.4 | Develop a few refined research skills in the context of the special topics selected, investigated and discussed throughout the course. | Lecturing & Class Discussion | Project Report/response papers |
| **3.0** | **Values** | | |
| 3.1 | Depending on the topics studied, students display independent thinking and ability to read critically and synthesise assigned materials. | Lecturing, Class Discussions & Presentations.  Relevant tasks | Response papers and assignments + Mid & Final exams. |
| 3.2 | Display good problem-solving skills in the light of the knowledge and practices gained from special topics studied in the course. | Mixed methods, lecturing, class discussion, individual and class tasks. | A set of quizzes and response papers. |
| 3.3 | Develop team work skills from their work on project and group discussions/presentations of the particular topics examined in the course. | Task-based teaching | Checking if tasks are completed successfully and in time. |
| 3.4 | Develop some stress management skills along with a few other soft communication skills from their work on project, assignments, presentations and other tasks. | Lecturing & task-based teaching. | Setting deadlines for assignments and response papers. |
| 3.5 | Display general computer and internet skills in the context of special topics investigated in the course.  Use social media (WhatsApp/Twitter, Facebook, etc.) to discuss the particular topics of the course. | Lecturing & task-based teaching involving internet tasks.  Demanding students use PowerPoint in presentations | Quizzes and response papers + Dada projector presentation |
| 3.6 | Prepare some web-based materials relevant to the course topics along with getting them to experience wikis, e-books and some e-journals. | Lecturing & task-based teaching involving internet tasks.  Giving wiki/ e-books/ e-journals assignments and coach students in how to carry them out. | Keeping check lists for completed tasks and a lot marks for the use of web-based materials in presentations and assignments. |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Class activities and home assignments | All through the semester | 10 % |
| **2** | Midterm Exam 1 | Week 7 | 15 % |
| **3** | Project | Week 8 | 20% |
| **4** | Midterm Exam 2 | Week 10 | 15 % |
| **5** | Final Exam | After the course finishes | **40%** |

**\*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: 8hour per course per week** |
| 1. The faculty member will be available during office hours for counseling and support 2. The Student Advisor is also available all the time to help the students |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |  |
| --- | --- | --- |
| **Required Textbooks** | **Note**:  **\*The selection, preparation or collation of materials will largely depend on the special topics that will be studied in the course and which may change from term to term**. **However. The following list of readings, books and references may be useful:**  **Cummings, Louise. (2008). Clinical Linguistics.**  **Edinburgh; Edinburgh University Press**   |  | | --- | | **Gibbons, John. (2003). Forensic Linguistics: An Introduction to Language in the Justice System. London: Wiley Blackwell.**  **Johnstone, Barabara. (2018). Discourse Analysis** (3rd edition). **London": Wiley Blackwell.** |     **Obler, Loraine. (1998 ). Language and the Brain (Cambridge Approaches to Linguistics) 4th ed. Cambridge: Cambridge university Press.**    **Paltridge, Brian. (2012). Discourse Analysis (2nd edition). London: Bloomsbury.**  **Ricento, Thomas (ed.). (2015). Language Policy and Planning. London: Routledge.**  **Web-based materials collated from various sources.** |
| **Essential References Materials** | * **Gee, James Paul. (2014). An Introduction to Discourse Analysis: Theory and Method (4th edition). London: Routledge.** * **Fairclough, Norman. (2011/2013). Language and Power (2nd edition). London: Routledge**   ***Heigham, J. and R. Croker (eds.) (2009)*Qualitative Research in Applied Linguistics*. Hampshire: Palgrave Macmillan.*** |
| **Electronic Materials** | * [**www.sparknotes.com**](http://www.sparknotes.com) * [**www.endnotes.com**](http://www.endnotes.com) * <https://www.cambridge.org/core/journals/journal-of-linguistics(Journal> of Linguistics)   https://journals.equinoxpub.com/index.php/IJSLL/index( [**International Journal of Speech Language and the Law**](https://journals.equinoxpub.com/index.php/IJSLL/index) |
| **Other Learning Materials** | Blackboard (LMS), University website  [**Clinical Linguistics & Phonetics**](https://www.tandfonline.com/toc/iclp20/current) **Journal (https://www.tandfonline.com/loi/iclp20)**   * **Van Dijk's Journals of Discourse Studies.** * **Any other recognized journals or websites in Linguistics.** |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Lecture rooms well-equipped with teaching aids * Language labs * Library * Conference hall |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | • Laptop computer  • Multimedia projector system  Internet acess  **Data show to facilitate going over students' papers in class** |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * **Larger and more convenient classrooms.** * **Better equipped language labs.** |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Students, instructors and coordinators | • Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class  • End of term college evaluation of course by students to be collected by the department)  • End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better  • Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other students on specific points outlined by the department and the instructor being evaluated |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Self-evaluation  Peers | By doing peer-evaluating per course. |
| Processes for Improvement of Teaching | Quality Coordinators  Program coordinators | 1. Training sessions, workshops to facilitate experience exchange among faculty members 2. Regular meetings to discuss and solve problems 3. Discussion of challenges in the classroom with colleagues and supervisors 4. Encouraging faculty members to attend professional development conferences 5. Keep up to date with pedagogical theory and practice   Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty staff member of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) | Instructors  Head of the Department  Quality Coordinators  Course Coordinator  Program Coordinator | 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Double-check papers by a second reader in case of students who believe they are underrated. |
| Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. | Discussion in the WhatsApps Groups of Department of English  Review Committees  Discussions with Quality Coordinator | 1. Compare syllabi and course description with other universities (including those on the net) 2. Bi-annual meetings of faculty members to discuss improvement   Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**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** |  |