|  |  |
| --- | --- |
| **Course Title:** | **Linguistics 3** |
| **Course Code:** | **ENG. 427** |
| **Program:** | **B.A English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities (Rumah)** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** 02 | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | | **\*** | Department | | | |  | Others |  |  |
| **b.** | | Required | | | | **\*** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | 7th /4th year | | | | |
| **4. Pre-requisites for this course** (if any)**:**  Eng. 320 & Eng. 323 | | | | | | | | | | | | | | | | |
| **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** |  |  |
| **2** | **Blended** |  | 100% |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

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

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

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This course is designed to familiarize the students with basic concept of how context contributes to meaning in studying language use. In particular, this course is intended to provide the students with the concept of analyzing what people mean, how context determines interpretation of what people mean, how listeners make interpretation, and how closeness determines how much need to be said in the process of human communication. The topics in this course include speech act theory, presupposition, implicature (Cooperative Principles), deixis, and politeness theories. |
|  |
| 2. Course Main Objective Students should be able to:  1. Identify the basic principles characterizing each of the various schools of linguistics.  2. Provide an explanation of the different linguistic theories.  3. Compare and contrast the various linguistic approaches. |
|  |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Compare and contrast the various linguistic approaches. | K1 |
| 1.2 | Identify pragmatics and its different approaches | K2 |
| **2** | **Skills :** |  |
| 2.1 | Ability to think critically and analytically. | S1 |
| 2.2 | Ability to retain information by understanding material. | S2 |
| 2.3 | Decrease dependence on memorization. | S3 |
| 2.4 | Use internet resources for academic English | S4 |
| **3** | **Values:** |  |
| 3.1 | Students can complete assignments in due time | V1 |
| 3.2 | Students can participate in class discussion and think critically | V2 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Orientation Week  • Introductions/ Ice-breaking Activity  • General Introduction to the course | 2 hours |
| 2 | Definitions and background of syntax, semantics and pragmatics | 4 hours |
| 3 | Deixis and distance | 2 hours |
| 4 | Reference and Inference | 2hours |
| 5 | Presupposition and Entailment | 4 hours |
| 6 | Cooperation and Implicature | 4 hours |
| 7 | Speech Acts and Events | 2 hours |
| 8 | Politeness and Interaction | 2hours |
| 9 | Conversation and preference structure | 2hours |
| 10 | Discourse and culture | 4 hours |
| 11 | Review/Revision | 2 hours |
| 12 | Final Exams | 2 hours |
| **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 | Compare and contrast the various linguistic approaches. | Lectures | Quizzes |
| 1.2 | Identify pragmatics and its different approaches | Class discussion | Class exercises and assignments |
| **2.0** | **Skills** | | |
| 2.1 | Ability to think critically and analytically. | 1-Lectures / students will be introduced to the theoretical material where they will be given more examples and details until they understand | Class participation |
| 2.2 | Ability to retain information by understanding material. | 2-Class discussions / students will be asked questions to show their understanding as well as encouraging them to ask questions, and answering their inquiries | Quizzes |
| 2.3 | Decrease dependence on memorization. | 3-Class exercises / to further explain the theoretical material as well as to show how much the students understand | Group work evaluation |
| 2.4 | Use internet resources for academic English | Teacher’s guidance and encouragement for internet resources | Assignments |
| **3.0** | **Values** | | |
| 3.1 | Students can complete assignments in due time | 1.Lectures in which students are made aware of the significance of time management | 1.Active class participation reflects the student’s ability to keep up with the reading schedule |
| 3.2 | Students can participate in class discussion and think critically | 2.Posing questions that encourage class discussion and critical thinking | 2.Performance on midterms and final exams are evidence of the student’s ability to recollect and synthesize information |
| 3.3 | Students can act responsibly in peer/group activities | 3.Discussions with students on ethical behavior in conducting research | 3.Supervision of in-class group work in order to oversee students’ interaction and ability to work together |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | 1st Mid Term Exam | 7th | 20% |
| **2** | Quiz | 5th | 05% |
| **3** | 2nd Mid Term Exam | 11th | 20% |
| **4** | Assignments/Project/Presentation | On-Going | 10% |
| **5** | Final Exam | End of the Semester | 50% |

**\*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:** |
| Sunday: (08:00 to 10:00 )  Email : r.bibi@mu.edu.sa |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Pragmatics by Gorge Yule |
| **Essential References Materials** | Collection of online materials |
| **Electronic Materials** | http://www.um.es/lincoing/jv/UNIT1.pdf  http://faculty.washington.edu/losterho/semantics\_yule.pdf  www.slideshare.com  www.onestopenglish.co.uk |
| **Other Learning Materials** |  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Lecture rooms for 30 students. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | Laptop, computer, internet, printer, photocopier, overhead projector, whiteboard, speakers |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Internet Access. |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of Teaching | Students | Student Surveys |
| Effectiveness of Assessment | Teachers | **Teacher Feedback** (Quizzes, mid-exams, Presentations, Assignments, Final exams)  Course Reports |
| Extent of Achievement of Course Learning Outcomes | Quality Assurance Unit | Course Reports  Annual Program Review |

**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** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |