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| Institution : | .............................................................Al Majmaah University. |
| Academic Department : | ..............................................................English Language. |
| Programme : | English Language............................................................... |
| Course : | ..............................................................Contrastive Linguistics |
| Course Coordinator :Dr. Mubarak Mohammed Ali | ............................................................... |
| Programme Coordinator : | ..............................................................Dr. Abdel Kariem El Harbi. |
| Course Specification Approved Date :  | …./ … / …… H |

**A. Course Identification and General Information**

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| 1. 1 - Course title :
 | .....................ContrastiveLinguistics. | Course Code: | ................ENG324. |
| 2. Credit hours : |  **(**..............hours.3.. )  |
| 3 - Program(s) in which the course is offered: | ......................English Language.................. |
| 4 – Course Language : | ...................................................................English Language...... |
| 1. 5 - Name of faculty member responsible for the course:
 | Othman Shboul............................. |
| 1. 6 - Level/year at which this course is offered :
 | ..................6...................... |
| 7 - Pre-requisites for this course (if any) :* **...........................................................ENG315 Morphology..**
 |
| 8 - Co-requisites for this course (if any) :* **.............................................................**
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| 9 - Location if not on main campus **:****( ..............................................zulfi............... )** |
| 10 - Mode of Instruction (mark all that apply) |
| A - Traditional classroom | **/** |  | What percentage?  | **50……. %** |  |
| B - Blended (traditional and online) | **/** |  | What percentage?  | **25……. %** |  |
| D - e-learning | **/** |  | What percentage?  | **25……. %** |  |
| E - Correspondence |  |  | What percentage?  | **……. %** |  |
| F - Other  |  |  | What percentage?  | **……. %** |  |
| Comments :........................................................................................................... |

**B Objectives**

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| 1. Summary of the main learning outcomes for students enrolled in the course.The students are hopefully to be able to compare many different aspects of two different languages and at different branches including sounds, structure and construction, semantics and others.  | 1. **Summary of the main learning outcomes for students enrolled in the course.**

**............................................................................................** |
| 2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)Focusing on exercises which ask students to find out the differences and similarities. Also, using computer websites for the sake of improving the students’ ability to look at more different examples in different languages | Briefly describe any plans for developing and improving the course that are being implemented :**......................................** 2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)Encouraging the students to check some websites that are specialized in Syntax in order to give the students the chance to practise their syntactic knowledge. Furthermore, extra drills will be presented for the students during lectures.**......................................................** |

**C. Course Description**

**1. Topics to be Covered**

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| --- | --- | --- |
| **List of Topics** | **No. of****Weeks** | **Contact Hours** |
| List of Topics | No ofWeeks | Contact hours |
| Speech sound | 2 | 6 |
| Morphological structures | 2 | 6 |
| Phonological patterns | 2 | 6 |
| Sentence structure | 2 | 6 |
| collocation | 2 | 6 |
| L1 and L2 interrelation | 2 | 6 |
| **................................................................................** | **.........** | **...........** |
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**2. Course components (total contact hours and credits per semester):**

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| --- | --- | --- | --- | --- |
| Lecture: 36 | Tutorial:  | Laboratory | Practical/Field work/Internship | Other: |

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| --- | --- |
| **3. Additional private study/learning hours expected for students per week.** | ............ |

**4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy**

|  | **NQF Learning Domains****And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
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| **1.0** | **Knowledge** |
| **1.1** | **...................................................................** (i) Description of the knowledge to be acquiredThe language’s constructions, sound system and collocation**..** | ................. (ii) Teaching strategies to be used to develop that knowledgeDirect teaching. | (iii) Methods of assessment of knowledge acquiredQuizzes, participation, discussion |
| **1.2** | **.....................................................................** | .................. | .................. |
| **1.3** | **.........................................** .**............................** | . | .................. |
| **1.4** | **.....................................................................** | .................. | .................. |
| **1.5** | **.....................................................................** | .................. | .................. |
| **1.6** | **.....................................................................** | .................. | .................. |
| **2.0** | **Cognitive Skills** |
| **2.1** | **...................................................................** (i) Description of cognitive skills to be developedAsking and encouraging students to bring different examples of different contrastive phenomena between their native e language and English at every level of the language.**.** **.** | (ii) Teaching strategies to be used to develop these cognitive skillsDiscussing different examples which show such contrastive phenomena in two or more languages and by so the students get  | ......... (iii) Methods of assessment of students cognitive skills Quizzes and discussion... |
| **2.2** |  | .................. | .................. |
| **2.3** | **.....................................................................** | .................. | .................. |
| **2.4** | **.....................................................................** | .................. | .................. |
| **2.5** | **.....................................................................** | .................. | .................. |
| **2.6** | **.....................................................................** | .................. | .................. |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | **...............................................** (i) Description of the interpersonal skills and capacity to carry responsibility to be developed Communicative skills among students should be activated**.****....** | ............ ii) Teaching strategies to be used to develop these skills and abilitiesinteraction and discussion among students about different aspects of the languages. | ................. (iii) Methods of assessment of students interpersonal skills and capacity to carry responsibilityObservation. |
| **3.2** | **.....................................................................** | .................. | .................. |
| **3.3** | **.....................................................................** | .................. | .................. |
| **3.4** | **.....................................................................** | .................. | .................. |
| **3.5** | **.....................................................................** | .................. | .................. |
| **3.6** | **.....................................................................** | .................. | .................. |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | **..........................................................** i) Description of the skills to be developed in this domain.Students access to the web and communication using e-mail**..** | ......... (ii) Teaching strategies to be used to develop these skillsEncouraging students to use the web-based material. | ..... iii) Methods of assessment of students numerical and communication skills Assigning marks to students web access and communication. |
| **4.2** | **.....................................................................** | .................. | .................. |
| **4.3** | **.....................................................................** | .................. | .................. |
| **4.4** | **.....................................................................** | .................. | .................. |
| **4.5** | **.....................................................................** | .................. | .................. |
| **4.6** | **.....................................................................** | .................. | .................. |
| **5.0** | **Psychomotor** |
| **5.1** | **..........................................................** (i) Description of the psychomotor skills to be developed and the level of performance required**..****..** | ............ (ii) Teaching strategies to be used to develop these skills. | ............. (iii) Methods of assessment of students psychomotor skills. |
| **5.2** | **.....................................................................** | .................. | .................. |
| **5.3** | **.....................................................................** | .................. | .................. |
| **5.4** | **.....................................................................** | .................. | .................. |
| **5.5** | **.....................................................................** | .................. | .................. |
| **5.6** | **.....................................................................** | .................. | .................. |

**5. Schedule of Assessment Tasks for Students During the Semester:**

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| Assessment  | Assessment task (eg. essay, test, group project, examination etc.) | Week due | Proportion of Final Assessment |
| 1 | Quiz |  | 5% |
| 2  | Quiz |  | 5% |
| 3 | Midterm  |  | 20% |
| 4 | Quiz |  | 5% |
| 5 | Quiz |  | 5% |
| 6 | Final exam |  | 60 |
| 7 |  |  |  |
| 8 |  |  |  |

**D. Student Academic Counseling and Support**

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| **....** 1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)Office hours**.........................................................................................**  |

**E. Learning Resources**

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| 1. Required Text(s)Language Structures in Contrast, Newbury House.( Di Pietro) |
| 2. Essential References  |
| 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) From contrastive text logy to parallel text corpora: Theory and applications |
| 4-.Electronic Materials, Web Sites etc |
| 5- Other learning material such as computer-based programs/CD, professional standards/regulation |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.) |
| 1. Accommodation (Lecture rooms, laboratories, etc.)Lecture rooms |
| 2. Computing resourcesAvailable |
| 3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)  |

**G Course Evaluation and Improvement Processes**

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of TeachingQuestionnaires |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department |
|  Processes for Improvement of Teaching |
| 4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. |

**Course Specification Approved**

**Department Official Meeting No ( ….. ) Date … / …. / ….. *H***

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| --- | --- | --- |
| **Course’s Coordinator** |  | **Department Head**  |
| ***Name :Dr.Mubarak Mohammed Ali*** | ........................... |  | ***Name :*** | .........................Dr.Abdel Kareim Al Harbi. |
| ***Signature :*** | .....................mub...... |  | ***Signature :*** | .......................... |
| ***Date :*** | …20./ 6… /1436 …… *H* |  | ***Date :*** | …./ … / …… *H* |