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| Institution : | University College of Science and Humanities, Hotat Sudair, Majmaah University | |
| Academic Department : | Department of English | |
| Programme : | B.A (English ) | |
| Course title and code: | Syntax ENG 321 | |
| Specification Approved Date : 15/11/17 | |  |

**Course Specifications**

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| **Institution:** Majmaah University | **Date:** 15/11/17 |
| **College/Department :** UniversityCollege of Science and Humanities at Hautat Sudair, Dept., of English | |

**A. Course Identification and General Information**

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| 1. Course title and code: Syntax- ENG 321 |
| 2. Credit hours: 3 Hours |
| 3. Program(s) in which the course is offered. B.A- English (Degree )  (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course- Dr. Sheeba Sardar Ali |
| 5. Level/year at which this course is offered: Level-6 |
| 6. Pre-requisites for this course (if any): ENG- 212 |
| 7. Co-requisites for this course (if any): None |
| 8. Location if not on main campus: Howtat Sudair |
| 9. Mode of Instruction (mark all that apply):  50 %  a. traditional classroom What percentage?  40%  b. blended (traditional and online) What percentage?  10 %  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  **Comments** |

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| 1. What is the main purpose for this course?  This course aims to improve students’ knowledge in English language sentence structure.   * Introducing them major aspects of Syntax and its place in English language system. * Enabling them to recognize the building blocks in more specific terms. * Introducing them core methods of syntactic analysis. * Enhancing their knowledge to analyze English sentences using the concept of syntactic rules, constituents, categories, Phrase structure rules and tree diagram. * Introducing them the issue of Universal Grammar: Principles and Parameters. |

**B Objectives:**

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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   * Lecturing * Class presentations/discussions, * peer-teaching / reviewing etc. * variety of assignments. |

**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

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| Course Description:   * Syntax is the sub-branch of grammar which examines the structure of sentences (the other one being morphology which studies the structure of words. * Students will generally be equipped with the key notions, theories/approaches, terms, tools, and methods of syntactic analysis. * This course tend to draw preeminently on Chomskyan Generativism, other leading schools such as Hallidayan Systemic-Functional Grammar, Fillmore's Case Grammar, etc., will also be touched on. * In addition, Phrase Structure rules/trees, UG, Deep-Structure (D-structure) & Surface Structure (S-Structure) and Transformational rules will be explained, discussed and practiced. * Training students to think scientifically, reasonably and validly is one of the underlying objectives of teaching Syntax. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Course orientation | 1 | 3 |
| What is Syntax? What is Syntactic Analysis? Syntactic Theories and Methods of Analysis (Chomsky, Halliday, Filmore, etc.).. examples will be predominantly from English Syntax. | 2 | 6 |
| Key concepts: Constituents-categories-Functions of Syntactic Analysis, Phrase Structure Rules/Trees, Creativity/Infinity/Discreteness, Structural Ambiguity, Transformations, etc. ( this section may also include traditional typology of English sentences/clauses/phrases). | 2 | 6 |
| Syntactic knowledge-Universal Grammar, Principles-and- Parameters and Universal Features. | 2 | 6 |
| General survey of the more recent versions of Generative Grammar (e.g. X-bar, GB and MP), with almost all examples from English. | 3 | 9 |
| Introduction to Hallidayan Systemic-Functional Grammar | 2 | 6 |
| More applications of Syntactic Analyses of different schools on English sentences and phrases. | 2 | 6 |
| More Practice on Phrase Structure Rules | 1 | 3 |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | **45** |  |  |  |  | **45** |
| **Actual** | **45** |  |  |  |  | **45** |
| **Credit** | **Planed** | **3** |  |  |  |  | **3** |
| **Actual** | **3** |  |  |  |  | **3** |

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

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy | | | |
| **On the table below are the five NQF Learning Domains, numbered in the left column.**  **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) | | | |
| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| **1.1** | To recognize the basic units of grammar of English language | Lectures, Communicative drills, teamwork, audio-lingual method) | Worksheets Quizzes, homework, writing tasks |
| **1.2** | To identify grammar mistakes and correct it. | Lectures, Discussions | Worksheets, homework |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | Able to recognize the mistakes critically and analytically | Lectures / Making them understand PS Rules and PS Tree diagram | Quizz Homework  Group Discussion |
| **2.2** | Able to make use of phrases and clauses from disordered language | Lecturing , Task based | Classroom tasks, peer correction |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Students can participate in class discussion and could think independently | Encouraging students to be active members | Response papers |
| **3.2** | To communicate, listen, negotiate, and evaluate their strengths and weaknesses of people in conversation | Practice for Tree diagram and PS rules. Situational teaching and role play | Quiz , group discussion |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Use of electronic journals and data basis | use of material on the web | Allocate marks for the use of web-based material in students' presentations. |
| **4.2** | Use of PowerPoint and laptop – projector systems | computer lab for help on web-based material | Assignments, Home work, presentations |
| **5.0** | **Psychomotor** | | |
| **5.1** | NA |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** | | | |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | 1st Midterm | 7-8 | 15 % |
| **2** | Participation | All along | 10 % |
| **3** | Quizzes | All along | 5 % |
| **4** | Home Assignments | All along | 5 % |
| **5** | 2nd Midterm | 10-11 | 15 % |
| **6** | Final Test | Week 15 | 50 % |
| **7** |  |  |  |
| **8** |  |  |  |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  Sunday-8:30 -9:30  Monday- -do-  Tuesday -do-  Thursday- -do- |

**E. Learning Resources**

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| 1. List Required Textbooks  Cambridge English Grammar in use  Fundamentals in English Grammar 2nd Edition  Cambridge Grammar for IELT Students |
| 2. List Essential References Materials (Journals, Reports, etc.)  Geoffrey Leech : A Glossary of the English Grammar |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  Resources on the Web:  www.eslcafe.com  www.geocities.com/soho/atrium  www.204.pair.com/ebaack  www.io.com  http://owl.english.purdue.edu/  www.better.english.com  www.eviews.net/references.html  www.ohiou.edu/esl/english/index.html |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  None |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)  Lecture rooms well equipped with teaching aids |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)  Language labs  • Library  • Conference hall |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)  • Laptop computer  • Multimedia projector system  • Computer lab |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  Library should be maintained with more books and journals to help students to create learning atmosphere. |

**G . Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching  1. Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class.  2. End of term college evaluation of course by students ( to be collected by the department)  3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better. |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  1. Peer evaluation to asses ability of faculty members to work with their colleagues  2. Class observations by supervisors |
| 3. Processes for Improvement of Teaching  1. Training sessions  2. Workshops to facilitate the exchange of experiences amongst faculty members  3. Regular meetings where problems are discussed and solutions are given  4. Discussion of challenges in the classroom with colleagues and supervisors  5. Encouragement of faculty members to attend professional development conferences6. Keep up to date with pedagogical theory and practice  7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| 4. Processes for Verifying Standards of Student Achievement (e.g. 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)  Check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another. |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  1. Compare syllabi and course description with other universities (including those on the net)  2. Bi-annual meetings of faculty members to discuss improvement  3. Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**Name of Course Instructor: Dr. Sheeba Sardar Ali**

**Signature: *Sheeba* Date Specification Completed: 15/11/17**

**Program Coordinator:** Dr.Murad Alshaboul

**Signature: ………………………….. Date Received: ………………………………......**