Majmaah University

Course Specifications

Institution:	Majma'ah University
Academic Department :	Department of English
Programme :	B.A in English
Course :	**Eng 323 – Linguistics 2**
Course Coordinator :	Fakhry Muhammad Elieba
Programme Coordinator :	Dr. Salah Alfarwan
Course Specification Approved Date :	…./ … / …… H

A. Course Identification and General Information

1 - Course title :	**The study of language**	Course Code:	Eng 323
2. Credit hours :	(2)		
3 - Program(s) in which the course is offered:	B. A in English		
4 – Course Language :	English		
5 - Name of faculty member responsible for the course: Fakhry Muhammad Elieba			
6 - Level/year at which this course is offered :	Level 4 / 1st year		
7 - Pre-requisites for this course (if any) : Eng			

8 - Co-requisites for this course (if any) :

- **None**

9 - Location if not on main campus :

(Ramah campus)

10 - Mode of Instruction (mark all that apply)

Mode		What percentage?	
A - Traditional classroom		What percentage?	.... %
B - Blended (traditional and online)	X	What percentage?	100 %
D - e-learning		What percentage?	.... %
E - Correspondence		What percentage?	.... %
F - Other		What percentage?	.... %

Comments :

....

B Objectives

What is the main purpose for this course?

1.Students will be able to understand strategies of discourse analysis.

2.   students will learn the nature of acquiring and learning Englis language as L2.

3. students will be supplied with the basic vocabulary and organizational tools to be capable of tackling with all branches of English language.

4. students will get a comprehensive survey of what is known about language and also of methods used by linguistis in arriving at that knowledge.

Briefly describe any plans for developing and improving the course that are being implemented:

1. Students are encouraged to consult the web to practice more well- formed writing.

2. Students are encouraged to take parts and engage in thewriting process.

C. Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Introduction	1	2
Discourse Analysis	1	2
The cooperative principle	1	2
Language and the brain	1	2

First language acquisition	1	2
The acquisition process	1	2
Second language acquisition/learning	1	2
Gesture and sign language	1	2
writing	1	2
language and change	1	2
language and regional variation	1	2
language and social variation	1	2
language and culture	1	2
Revision		

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	26	None	none	none	none	26
Credit	.....2.......	None	none	none	none	.......2.....

3. Additional private study/learning hours expected for

2 **hours per week**

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
1.0	**Knowledge**		
1.1	Identifying strategies and techniques of writing effectively.	Lectures	Quizzes
1.2	The students should have the confidence to start writing a paragraph	Class discussion	Class exercises and writing assignments
1.3		………………	Mid terms
1.4		………………	Final exam
2.0	**Cognitive Skills**		
2.1	write correctly	**Lectures**	**Class participation**

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
2.2	Start the writing paragraphs confidently.	Class discussions	Home assignments
2.3	…………………………………………………	Individual meetings	Midterms
2.4	…………………………………………………	………………	Final exam
2.5	…………………………………………………	………………	
2.6	…………………………………………………	………………	………………………..
3.0	**Interactional Skills & Responsibility**		
3.1	**Students should be able to write effectively**	. Lectures	class participation
3.2	…………………………………………………	………………	Midterm exam
3.3	…………………………………………………	………………	Final exams
3.4	…………………………………………………	………………	Individual supervision hours
3.5	…………………………………………………	………………	………………
3.6	…………………………………………………	………………	………………
4.0	**Communication, Information Technology, Numerical**		
4.1			
4.2	…………………………………………………	………………	………………
4.3	…………………………………………………	………………	………………
4.4	…………………………………………………	………………	………………

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
4.5	………………………………………………..	………………	………………
4.6	………………………………………………..	………………	………………
5.0	**Psychomotor**		
5.1	**Build some confidence in writing paragraph.**	Conversatins	Class discussion
5.2	………………………………………………..	………………	………………
5.3	………………………………………………..	………………	………………
5.4	………………………………………………..	………………	………………
5.5	………………………………………………..	………………	………………
5.6	………………………………………………..	………………	………………

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

	Assessment task	Week Due	Proportion of Total Assessment
1	**1st midterm**	**Week9**	**20%**
2	**Class exercises, assignments and project**	**All a long**	**20%**
3	**Quizzes**	**Week 6**	**10%**

4	Participation and attendance	All along	10%
5	Final exam	End of the semester	40%
6			
7			
8	…………………………………………………………	……………	…………………

D. Student Academic Counseling and Support

Reachable via email or personal attendance.

E. Learning Resources

1. List Required Textbooks : Gerge Yule. The Study of Language.

2. List Essential References Materials :

- ....

    4. List Recommended Textbooks and Reference Material :

- ....

4. List Electronic Materials :

- ....

- ....

5. Other learning material :

- ....

- ....

- ....

F. Facilities Required

1. Accommodation

- ....
- ....
- ....

2. Computing resources

- ....
- ....
- ....

3. Other resources

- ....
- ....
- ....

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

- **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.**

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.

3 Processes for Improvement of Teaching :

- Training sessions
- Workshops to facilitate the exchange of experiences amongst faculty members
- Regular meetings where problems are discussed and solutions given
- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences.
- 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

4. Processes for Verifying Standards of Student Achievement

- Check marking of a sample of examination papers either by a resident or visiting faculty member
- Students who believe they are under graded can have their papers checked by a second reader.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- . Compare syllabus and course description with other universities (including those on the net)
- 2. Bi-annual meetings of faculty members to discuss improvement

Course Specification Approved

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

Course's Coordinator

Department Head

Name :   Fakhry Elieba

Name :   Dr. Salah Alfarwan

Signature :   …………………

Signature :   …………………

Date :   …./ … / …… H

Date :   …./ … / …… H