ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENG 222

Introduction to Applied Linguistics

Course Specifications

Institution	Date of Report 30/1/2019
King Saud University	
College/Department	
College of Arts/Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code:
Introduction to Applied Linguistics - ENG 222
2. Credit hours:
3 hours
3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
B. A. in English
4. Name of faculty member responsible for the course
Several Professors.
5. Level/year at which this course is offered
Fourth Level/Second Year
6. Pre-requisites for this course (if any)
Eng. 221
7. Co-requisites for this course (if any)
None
8. Location if not on main campus
9. Mode of Instruction (mark all that apply)

a. Traditional classroom		What percentage?	80
b. Blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	20
d. Correspondence		What percentage?	
f. Other		What percentage?	

Comments:

B. Objectives

1. What is the main purpose for this course?
1. Explain the various basic notions of Pragmatics, Discourse analysis, Psycholinguistics: First and Second Language Acquisition, and Sociolinguistics
2. State the areas of research in applied linguistics, and the key issues and implications
3. Explain the implications of applied linguistics studies on pedagogy
4. Analyze language samples, applying what they studied through hands-on activities

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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)

1. Encouraging students to apply linguistic theories to the Arabic language and including research into the Arabic language in their required papers.

2. The following series of orientation workshops are essential for BOTH faculty and students[1]:
Faculty: assessment and teaching methods applied in Linguistic courses
Students:
Suggested workshops:
  a) Basic skills with word processing software.
  b) Plagiarism
  c) Virtual classes
  d) Critical and Investigative Thinking Skills
  e) Scholarly Sources: When and How to use them

3. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed

4. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)

5. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.

6. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for linguistic courses, or at least a unified standard.

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[1] Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

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

This course aims at introducing students to the field of Applied Linguistics and its major areas of research: pragmatics, discourse analysis, psycholinguistics, language acquisition, and sociolinguistics.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
An overview of Applied linguistics	0.5	1
Pragmatics: context, deixis, reference, inference, anaphora, presuppositions	1	3
Pragmatics: Speech Acts, Politeness. Pragmatics and language learning and teaching	1.5	5
Discourse Analysis: Approaches to discourse analysis, Corpus linguistics: speech events, conversation analysis, turn taking, Application: Analysis of conversations in text messaging.	2	6
Discourse Analysis: cooperative principle, implicatures, hedges, schemas and scripts. Implications for pedagogy.	2	6
First Language Acquisition: Caregiver speech, stages of child acquisition, Order of acquiring semantics, syntax and semantics. Application: listening to samples of children language.	1	3
Second Language Acquisition: Theories of L2 learning: Universal grammar, Monitor theory, Connectionism, Interactionists, Sociocultural perspective Learner language, Transfer, Instruction on second language acquisition.	2	6
Sociolinguistics: Regional variation: Dialects, Idiolects, Accents, Language variation	2	6
Language and Social variation, gender, age, social relations.	2	6

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

		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact	Planed	42 hours				3 hours	45 hours

Hours	Actual						
Credit	Planed	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week.	6 hours

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge** Students should be able to:		
1.1	Define the basic concepts in the areas of pragmatics, psycholinguistics, and sociolinguistics,	1. Lectures 2. Class discussion 3. In-class exercises 4. Collaborative learning 5. Extra handouts	1. Assignments 2. Quizzes 3. In-term exams 4. Final exam
1.2	Outline the nature of the discipline of linguistics, its branches, and its relations to other disciplines, such as sociology, psychology, and philosophy.		
1.3	Describe the field of discourse analysis and of conversation		

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	analysis and their implications on pedagogy.		
1.4	Define basic issues related to first language acquisition		
1.5	State second language acquisition theories and implications on pedagogy.		
1.6	Recognize how language varies socially and regionally.		
2.0	**Cognitive Skills** Students should be able to:		
2.1	Explain how context affects meaning and linguistic choices	1. Lectures 2. Class discussion 3. In-class exercises 4. Collaborative learning 5. Extra handouts	1. Assignments 2. Quizzes 3. In-term exams 4. Final exam
2.2	Explain how language varies socially and regionally		
2.3	Explain how language is used in context in view of the most important pragmatic theories.		
3.0	**Interpersonal Skills & Responsibility** Students should be able to:		
3.1	Demonstrate leadership role	1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
3.2	Illustrate self-professional development commitments.	1. To instil a sense of responsibility for one's learning. 2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.	Enforcing deadlines and rules mentioned in the syllabus.

3.3	Demonstrate on one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
4.0	**Communication, Information Technology, Numerical** Students should be able to:		
4.1	Search the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.2	Operate the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	1.Demand the use of references in both group presentations and the research paper 2. Students will be graded on their use of online scholarly material on their research papers
4.3	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	Class presentations Group work Journals
5.0	**Psychomotor**		
5.1	N/A	N/A	N/A

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1st midterm	8	15%
2	Quizzes or 2nd midterm	12	15%
3	Assignments	throughout	10%
4	Presentation	Last week	10%
5	Quizzez	throughout	10%
6	Final exam	14 or 15	40%

D. Student Academic Counseling and Support

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)
4 hours per week; email

E. Learning Resources

1. List Required Textbooks
Schmitt, Norbert. (2010). An introduction to Applied Linguistics. Second Edition. Hodder Education
Yule, G. (2006). The Study of Language, Third Edition. Cambridge: Cambridge University press.

2. List Essential References Materials (Journals, Reports, etc.)
a. Fromkin, V, R. Rodman & N. Hyams. (2007). *An Introduction to Language*, Eighth Edition. Boston: Thompson Wordsworth.
b. McGregor, W. (2009). *Linguistics: An Introduction*. Continuum International Publishing Group.
c. Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*, Second Edition. Cambridge: Cambridge University Press.
  Yule, G. (2014). The Study of Language, Fifth Edition. Cambridge: Cambridge University Press.

3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
  Students are encouraged to refer to electronic English-English dictionaries that offer pronunciation of word and phrases

F. Facilities Required

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.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture rooms large enough to hold 30-40 students

2. Computing resources (AV, data show, Smart Board, software, etc.) Laptop computer - projector system
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G   Course Evaluation and Improvement Processes

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 (administered by the instructor) 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 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor 1. Peer evaluation to benefit from viewpoints of other faculty members 2. Class observations by coordinators or Head of department
3. Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given 4. Encouragement of faculty members to attend professional development conferences. 5. Keep up to date with pedagogical theory and practice 6. 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)

1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.
2. Check marking of a sample of examination papers by another faculty member.
3. 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.
   1. Compare syllabi and course description with other universities
   2. Conduct peer review or course observation
   3. Biannual meetings of faculty members to discuss improvement
   4. Review curriculum periodically and suggest improvements
   5. Apply students course evaluation survey
   6. External examiner

Faculty or Teaching Staff: _____

Signature: _____   **Date Report Completed:** _____

Received by: _____   **Dean/Department Head:** _____

Signature: _____   **Date:** _____