



هيئة تقويم التعليم  
Education Evaluation Commission  
المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)

ENG 405

Neurolinguistics

Institution <a href="#">King Saud University</a>	Date of Report <a href="#">30/1/2019</a>
College/Department <a href="#">College of Arts/Department of English Language and Literature</a>	

#### A. Course Identification and General Information

1. Course title and code: <a href="#">Neurolinguistics - ENG 405</a>	
2. Credit hours: <a href="#">3 hours</a>	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <a href="#">B. A. in English</a>	
4. Name of faculty member responsible for the course <a href="#">Several Professors</a>	
5. Level/year at which this course is offered <a href="#">Seventh or Eighth Level (Elective)/Fourth Year</a>	
6. Pre-requisites for this course (if any) <a href="#">ENG 222 Applied linguistics</a>	
7. Co-requisites for this course (if any) <a href="#">None</a>	
8. Location if not on main campus	
9. Mode of Instruction (mark all that apply)	
a. Traditional classroom	<input type="checkbox"/> What percentage? <input type="text" value="70"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage? <input type="text"/>
c. e-learning	<input type="checkbox"/> What percentage? <input type="text" value="30"/>
d. Correspondence	<input type="checkbox"/> What percentage? <input type="text"/>
f. Other	<input type="checkbox"/> What percentage? <input type="text"/>
Comments: <a href="#">All credit hours are carried out in a face-to-face traditional setting. However, the course is technology enabled making use of LMS to post the syllabus, content, online test and discussion boards etc.</a>	

## B Objectives

1. What is the main purpose for this course?

Upon completing the course, students should be able to:

1. Demonstrate good knowledge about the brain – language relationship and how language is represented and organized in the brain.
2. Demonstrate knowledge of the various types of language impairments generally known as aphasia.
3. Define global and partial aphasia, Broca's and Wernicke's aphasia, agrammatism, anomia, dyslexia, and dysgraphia
4. Compare and contrast the different types of language impairment
5. Study cases of aphasic patients and report on their linguistic performance
6. Interpret experimental data, and draw conclusions from it as well as get experience in reconciling apparently contradictory data sources.
7. Coherently and succinctly report on research done by others. An emphasis should be placed on identifying and clearly distilling the main ideas in sources that are written at a high level of detail.
8. Demonstrate knowledge for different components of language which include: The lexicon and the brain, phonology, syntax and sentence processing, and semantics and pragmatics.

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. The following series of orientation workshops are essential for BOTH faculty and students<sup>1</sup>:

**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

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

3. 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)

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

5. 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.

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

6. Include e-books such as those from Gutenberg

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

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Anatomy of the brain and how language is represented and organized in the brain	2	6 hours
Types of language impairments	3	9 hours
Global and partial aphasia, Broca's and Wernicke's aphasias	3	9 hours
Agrammatism, anomia, dyslexia, and dysgraphia are among the important subjects dealt with by this course.	2	6 hours
Seminars: Reading and understanding Neurolinguistic papers. Suggested topics: 1.1. Reading & writing from a neurolinguistic perspective 1.2. Speaking & communication 1.3. Multimodality in neurolinguistics 1.4. Working memory 1.5. Bilingualism and multilingualism 1.6. Speech difficulties 1.7. Foreign accent syndrome	4	12 hours

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	42 hours				3 hours	45 hours
	Actual						
Credit	Planned	3 hours				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
<b>1.0</b>	<b>Knowledge</b> Students should be able to:		
1.1	Outline anatomy of the brain	1. Class discussions. 2. Group presentations that require students to apply their knowledge to specific sociolinguistic issues. 3. Create forums for discussion. 4. Exercises on specific sociolinguistic situations.	1. Two midterms 2. Final exam 3. Group presentation. 4. Exercises 5. Quizzes. 6. Research papers
1.2	Recognize how language is represented and organized in the brain		
1.3	State the characteristics of the different types of language impairment		
1.4	Recognize the different components of language which include: The lexicon and the brain, phonology, syntax and sentence processing, and semantics and pragmatics.		
<b>2.0</b>	<b>Cognitive Skills</b> Students should be able to:		
	Compare and contrast different types of language impairment	1. Clarify/ teach significant points. 2. Engage students to think analytically through class discussions and problem solving exercises.	1. Midterms and final exam. 2. Group presentations. 3. Quizzes. 4. Discussion forums.
	Analyze linguistic data from language-impaired patients		
	Analyze neurolinguistic papers.		



## هيئة تقويم التعليم

Education Evaluation Commission

		3. Group presentations to develop knowledge and research ability.	5. Assignments
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> Students should be able to:		
3.1	Demonstrate leadership role	<ol style="list-style-type: none"> <li>1. Assigning reading assignments to students prior to lectures.</li> <li>2. Individual counselling on areas of concern to the students.</li> <li>3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course.</li> <li>2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.</li> </ol>
3.2	Illustrate self-professional development commitments.	<ol style="list-style-type: none"> <li>1. To instil a sense of responsibility for one's learning.</li> <li>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.</li> </ol>	Enforcing deadlines and rules mentioned in the syllabus.
3.3	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> Students should be able to:		
4.1	Follow instructions in assignments and exams carefully.	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication



هيئة تقويم التعليم  
Education Evaluation Commission

			in class or outside class.
4.2	Use the digital library database.	Search the digital library database.	Compilation of relevant bibliography
4.3	Use the internet to download information and make use of useful web links.	Operate the internet to communicate with the teaching staff or faculty	The use of LMS and email.
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not Applicable	Not Applicable	Not Applicable

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	Quizzes	Week 4	10%
2	Midterms	Week 8	30%
3	Written assignments	All along	10%
4	Report on a case study	Week 14	10%
5	Final exam	Week 16	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 course per week

#### E. Learning Resources

1. List Required Textbooks  
Ahlsen, E. (2006). *Introduction to Neurolinguistics*. Goteborg University

2. List Essential References Materials (Journals, Reports, etc.)



هيئة تقويم التعليم

Education Evaluation Commission

1. Code, Chris (Ed.). (2006). Representation of Language in the Brain. Psychology Press 5  
2. Love, R. and W. Webb. (2001). Neurology for the Speech Language Pathologist.  
Butterworth - Heinemann  
Anatomy of the brain. The development of theories about brain and language (Ahlsen 2006,  
pg 9).

3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  
-Very informative Ling Space playlist dealing with topics in Neuroling  
<https://www.youtube.com/playlist?>

**-WARNING: VERY GRAPHIC IMAGES OF OPEN BRAIN SURGERY:**

<https://youtu.be/EeP14mM2UU8>

-What is fMRI?

<https://youtu.be/ILORKtkf2n8>

-How language uses the same neuro-resources as music

<https://youtu.be/ZgKFeuzGEns>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Signed Student Code of honor explained during student orientation to university to protect against plagiarism

The use of Turn-it-in.com software program to detect plagiarism

## 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.)

The course should be taught in a lab with Hi Tec equipment.

The lab should be large enough to accommodate 30 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)



## G. Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ol style="list-style-type: none"> <li>1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)</li> <li>2. End of term college evaluation of course by students (to be collected by the department)</li> <li>3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better</li> <li>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</li> </ol>
<p>2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ol style="list-style-type: none"> <li>1. Peer evaluation to benefit from viewpoints of other faculty members</li> <li>2. Class observations by coordinators or Head of department</li> </ol>
<p>3. Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> <li>1. Training sessions</li> <li>2. Workshops to facilitate the exchange of experiences amongst faculty members</li> <li>3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given</li> <li>4. Encouragement of faculty members to attend professional development conferences.</li> <li>5. Keep up to date with pedagogical theory and practice</li> <li>6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</li> </ol>
<p>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)</p> <ol style="list-style-type: none"> <li>1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.</li> <li>2. Check marking of a sample of examination papers by another faculty member.</li> <li>3. Students who believe they are under graded can have their papers checked by a second reader</li> </ol>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> <li>1. Compare syllabi and course description with other universities</li> <li>2. Biannual meetings of faculty members to discuss improvement</li> <li>3. Review curriculum periodically and suggest improvements</li> </ol>

**Faculty or Teaching Staff:** \_\_\_\_\_



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Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head

Signature: \_\_\_\_\_ Date: \_\_\_\_\_