ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENG 415

Developmental 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:
Developmental Linguistics - ENG 415
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
Seventh or Eighth Level (Elective)/Fourth Year
6. Pre-requisites for this course (if any)
ENG 222
7. Co-requisites for this course (if any)
8. Location if not on main campus

9. Mode of Instruction (mark all that apply)

a. Traditional classroom		What percentage?	70
b. Blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	30
d. Correspondence		What percentage?	
f. Other		What percentage?	

Comments:

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.

B. Objectives

1. What is the main purpose for this course?
Students will be able to:
1. Outline theories of first language acquisition
2. Describe the developmental characteristics of the developmental stages of first language acquisition with respect to all aspects of language: phonology, morphology, syntax, semantic, and pragmatics
3. Use appropriate procedures of collecting and analyzing empirical linguistic data pertaining to child language.

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[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

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.

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
Introduction: What is the problem of language acquisition?	1	3

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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.

Theoretical Approaches to the study of first language acquisition	2	6
Brain and language development	1	3
The nature of nurture	2	6
Methods for the study of child language acquisition and development	1	3
Acquisition of phonology	1	3
Acquisition of morphology and syntax	2	3
Acquisition of semantics and pragmatics	2	3
On the nature of language growth	1	3
Conclusion: Toward and integrated theory of language acquisition	1	3

		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**
	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.)

On the table below are the five NQF Learning Domains, numbered in the left column.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge** Students should be able to:		
1.1	State the characteristics of the stages of child language acquisition	1. Lectures and seminars 2. Class discussions 3. In-class exercises 4. Extra handouts 5. Online videos	1. Midterms 2. Final Exam 3. Blackboard assignments 4. Critical review of a paper
1.2	Describe the methods of analyzing child language data		
1.3	State theories of first language acquisition		
1.4	List the phonological, morphological, syntactic, and semantic development among children		
1.5	Outline the role of the brain in language development		
1.6	Explain the role of the environment on language development		
2.0	**Cognitive Skills** Students should be able to:		
2.1	Compare and contrast theories of first language acquisition	1. Lectures 2. Reaction papers to the readings 3. Collecting and analyzing data 4. Individual counseling on areas of concern to the student during office hours. 5. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas	1. Class participation 2. Small scale data collection and analysis assignment
2.2	Evaluate theories in relation to empirical data		
2.3	Analyze child language		
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.	1. Active class participation reflects the student's willingness to learn with a positive

		3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	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	Evaluate 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	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
4.2	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.

	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	Week 5 or 6	15 %
2	2nd midterm	Week 12 or 13	15 %
3	Article review	Week 14	10%
4	Assignments	throughout	10%
5	Quizzes	Throughout	10%
6	Final exam	TBA	40%

4.3	Operate the internet to communicate with the teaching staff or faculty	The use of LMS and email.	The use of a professional email address and language
5.0	**Psychomotor**		
5.1	N/A	N/A	N/A

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, blackboard LMS.

E. Learning Resources

1. List Required Textbooks
  Lust, Barabara C. (2006). *Child Language: Acquisition and Growth* **(Cambridge
  Textbooks in Linguistics). Cambridge UP.**

2. List Essential References Materials (Journals, Reports, etc.)   **Bavin, Edith L. (2009).** *The Cambridge Handbook of Child Language.* **Cambridge UP.**
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. None

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 20-30 students**

2. Computing resources (AV, data show, Smart Board, software, etc.) E-podium, Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

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. Biannual meetings of faculty members to discuss improvement 3. Review curriculum periodically and suggest improvements

Faculty or Teaching Staff: _____

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

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

Signature: _____ **Date:** _____