



**ATTACHMENT 5.**

## **T6. COURSE SPECIFICATIONS (CS)**

**ENG 416**

**Syntactic Theory**

## Course Specifications

Institution: <b>King Saud University</b>	Date: <b>30/1/2019</b>
College/Department : <b>College of Arts/Department of English Language and Literature</b>	

### A. Course Identification and General Information

1. Course title and code: <b>Syntactic Theory - ENG 416</b>		
2. Credit hours: <b>3</b>		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>B. A. in English</b>		
4. Name of faculty member responsible for the course <b>Several Professors</b>		
5. Level/year at which this course is offered: <b>Seventh or Eighth Level (Elective)/Fourth Year</b>		
6. Pre-requisites for this course (if any): <b>ENG 327</b>		
7. Co-requisites for this course (if any): <b>None</b>		
8. Location if not on main campus:		
9. Mode of Instruction (mark all that apply):		
a. traditional classroom	<input type="text"/> What percentage?	<input type="text" value="70"/>
b. blended (traditional and online)	<input type="text"/> What percentage?	<input type="text"/>
c. e-learning	<input type="text"/> What percentage?	<input type="text" value="30"/>
d. correspondence	<input type="text"/> What percentage?	<input type="text"/>
f. other	<input type="text"/> What percentage?	<input type="text"/>
Comments: <b>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>		

## B Objectives

1. What is the main purpose for this course?

Students will be able to:

1. Demonstrate knowledge that languages are due to a direct universal mental process
2. Demonstrate understand that this mental process consists of universal set of rules generating unlimited number of sentences
3. Demonstrate understanding of the GB model and other alternative theories of language.
4. Perform syntactic analyses of a variety of sentence types in view of all the syntactic theories discussed

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 literature courses

**Students:**

Suggested workshops:

- a) Basic skills with word processing software.
- b) Plagiarism
- c) Library research
- d) Virtual classes
- e) Critical and Investigative Thinking Skills
- f) Comprehensive Reading of Literary Texts
- g) 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 literature courses, or at least a unified standard.

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<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.

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

**Course Description:**

The course aims at introducing the basic syntactic theories of generative transformational grammar and how they address language acquisition. Government and Binding theory is also explained then other alternative theories are examined briefly. like the Lexical-Functional Grammar and the Head-Driven Phrase Structure Grammar. ( should be deleted, no time for all these theories)

**1. Topics to be Covered**

List of Topics	No. of Weeks	Contact hours
Generative Grammar	1	3
Categories: parts of speech	2	6
Constituency, trees, and Rules	2	6
Structural relations	1	3
Binding Theory	2	6
X-bar Theory	3	9
Theta-role theory	1	3
Movement	2	6

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	42 hours	None	None	None	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.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		



1.1	Knowledge of describe the linguistic ability underlying knowledge of a language		
1.2	Understanding recognize the universal set of rules generating unlimited number of sentences	1.Lectures 2.Class discussion 3.In-class exercises 4.Extra handouts 5. Small group work	1. Midterms 2. Final Exam 3. Project
1.3	Knowledge identify the linguistic thought by examining different types of theories		
1.4	Recognize the generative grammar and the GB model along with other alternative theories of language		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	The ability to Perform syntactic analyses of sentences in view of all the theories studied Analyze sentences syntactically in view of all theories studied in the course.	1.Lectures/teaching students' grammatical elements and structures 2.Class discussions and collaborative and individual practice as well as group work 3.Direct instruction on helpful cognitive strategies such as analyzing sentences, recognizing relationships and patterns, practicing, reasoning, summarizing, grouping, and associating 4.practice thoroughly in order to produce grammatically correct sentences	1.Class participation 2.In-class performance when doing exercises  3.Midterms and Final Exams
2.2	Identify explain how the sentence is produced and interpreted		
2.3	Know the linguistic thought by examining different types of theories  Repeated in the knowledge learning outcomes Should be deleted		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
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 where much of the most effective learning comes from students explaining, discussing and defending their ideas.	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	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>		
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.
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
<b>5.0</b>	<b>Psychomotor</b>		
5.1	None		

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>		
Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1st midterm	7	15%
2nd midterm	12	15%
3 quizzes	Throughout	15%
Homework or home-assignments	Throughout	10%
Project	14	5%
Final	End of term	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)

6 hours per week; email

## E. Learning Resources

1. List Required Textbooks

Carnie, Andrew. (2011). *Modern Syntax: A Course Book*. Cambridge UP.

Carnie, Andrew. (2013). *Syntax: A Generative Introduction*. 3rd ed. Blackwell Publishing Ltd.

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

Carnie, Andrew. (2006). *Syntax: A Generative Introduction (second edition)*. Blackwell

Carnie, Andrew. (2007). *Syntax: A Generative Introduction*. 2nd ed. Blackwell Publishing Ltd

Larson, R. (2009). *Grammar as Science*. MIT Press (added)

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

[www.blackwellpublishing.com/carnie](http://www.blackwellpublishing.com/carnie).

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

## 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. Technology 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

<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</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 each others' students 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>

Name of Course Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Specification Completed: \_\_\_\_\_

Program Coordinator: \_\_\_\_\_

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