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| **Course Title**: Introduction to Linguistics |
| **Course Code**: ENG320-3 |
| **Program**: Bachelor of Arts in English |
| **Department**: Department of English |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 5 - Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG320-3 Introduction to Linguistics serves as a comprehensive gateway into the multidimensional field of linguistics. Situated in the context of Saudi Arabia, the course systematically unfolds the intricate layers of human language by exploring its core components—ranging from the smallest units of sound (phonetics and phonology) to the complexities of sentence structure (syntax) and meaning (semantics). The course empowers students to understand the distinct properties that make human language a unique cognitive and communicative tool. Through a balanced blend of theoretical insights and practical applications, students will gain foundational knowledge in key areas such as phonetic sounds, morphological elements, and unique attributes of human language. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| N/A | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objective of ENG320-3 Introduction to Linguistics is to instill in students a nuanced understanding and appreciation for the multifaceted realm of linguistics. By equipping students with an array of analytical tools and foundational knowledge, the course aims to foster their ability to dissect and analyze language on multiple levels. Students will learn to apply phonetic and phonological concepts to scrutinize sound patterns, engage in semantic analyses to understand roles and relations in sentences, and utilize syntactic theories to construct and deconstruct sentences effectively. In doing so, the course aspires to cultivate a holistic understanding of the language that students can integrate into various academic and real-world contexts. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 45 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Recognize and differentiate between various phonetic sounds | K1, K3 | Direct students to key portions of Chapter 3 that elucidate the different phonetic elements. Conduct in-class articulation exercises, enabling students to aurally and orally differentiate between the varied phonetic sounds as they align with the corresponding textual explanations. | Formative Assessment 1 (5 Marks) |
| 1.2 | Recall and classify morphological elements in language | K1, K2, K3 | During a focused reading of relevant segments from Chapter 6, spotlight the definitions and examples of free and bound morphemes. Engage the class in discussion-based exercises that require students to classify morphemes, using examples directly drawn from the reading material. | Quiz (10 Marks) |
| 1.3 | Identify and describe the unique properties of human language | K2, K3 | Engage students in a structured oral review of key sections from Chapter 2, focusing on the unique properties of human language. Facilitate classroom discussions to explore how these properties distinguish human language from animal communication systems. | Assignment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply phonetic and phonological concepts to analyze sound patterns in language | S3, S5 | Navigate students through focused readings of Chapter 3 on phonetics and Chapter 4 on phonology. Guide classroom discussions that encourage students to apply their understanding of these concepts to analyze and discuss sound patterns in examples provided in the textbook. | Midterm Exam (30 Marks)  Assignment 1 (5 Marks) |
| 2.2 | Analyze the semantics of sentences to identify semantic roles and lexical relations | S3, S5 | Engage students in close readings of Chapter 9, which covers semantics. Facilitate classroom dialogues where students apply their acquired knowledge to analyze semantic roles and lexical relations in example sentences. Ensure that students refer to and validate their analyses against the theories and examples outlined in the reading material. | Formative Assessment 2 (5 Marks) |
| 2.3 | Construct and deconstruct sentences using syntactic theories | S4, S5, S8 | Guide students through an in-depth exploration of both traditional and descriptive grammatical theories, as well as syntactic concepts. Stimulate intellectually engaging discussions that encourage students to construct and deconstruct sentences, while also identifying grammatical elements and agreement rules. Enrich these conversations by challenging students to apply and validate their analyses with the foundational theories and practical examples provided in the course material. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Appreciate the importance of linguistic diversity and cultural sensitivity in language | V1 | This outcome could be incorporated through a discussion that engages students in evaluating the implications of linguistic choices in diverse cultural settings. For instance, topics from Chapter 7 on grammar and Chapter 9 on semantics could serve as fertile ground for discussions about language bias, cultural appropriation, and the social responsibilities of linguistic choices. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Independently identify and analyze linguistic elements in everyday communication | V2 | To encourage student autonomy, you could engage them in discussions where they bring examples of linguistic phenomena from their daily lives—be it from conversations, social media, or even advertisements. This enables students to apply foundational concepts like phonetics, morphology, and semantics (as discussed in Chapters 3, 6, and 9 respectively) in analyzing language in a more relatable context. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Critically evaluate the ethical implications of linguistic choices in media, policy, and public discourse | V3 | A discussion around the ethical use of language, perhaps facilitated by real-world examples, could be a key strategy here. Chapters like 2 on Animals and Human Language or 9 on Semantics can offer foundational principles. Students should walk away understanding their role and responsibility in upholding ethical standards in the utilization and analysis of language. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **Chapter 2: Animals and Human Language**   * Defining Linguistics * A review of the main branches of linguistics * Communication   Properties of human language: reflexivity; displacement; arbitrariness; productivity; cultural transmission; duality | 6 |
|  | **Chapter 3: The Sounds of Language**   * Phonetics * Voice and voiceless sounds * Description and classification of consonants – Place of articulation (bilabials, labiodentals, dentals, alveolars, palatals, velars, glottals) * Description and classification of consonants – Manner of articulation (stops, fricatives, affricates, nasals, liquids, glides) * Vowels * Diphthongs   Study Questions | 6 |
| **3.** | **Chapter 4: The Sound Patterns of Language**   * Phonology * Phonemes * Phones and allophones * Minimal pairs and sets * Phonotactics * Syllables: Consonant clusters * Coarticulation effects: Assimilation; Elision   Study Questions | 6 |
| **4.** | **Chapter 6: Morphology**   * Morphology: Definition (also see Glossary) * Morphemes: Definition; Free and bound morphemes; Lexical and functional morphemes; Derivational and inflectional morphemes) * Morphological description * Morphs and allomorphs   Study Questions | 6 |
| **5.** | **Chapter 7: Grammar**   * Grammar * Traditional grammar: The parts of speech; Agreement; Grammatical gender (compared with natural gender) * The prescriptive approach (discussion of some prescriptive rules) * The descriptive approach   Study Questions | 6 |
| **6.** | **Chapter 8: Syntax**   * Syntax * Deep and surface structure * Structural ambiguity * Recursion * Tree diagrams * Symbols used in syntactic analysis * Phrase structure rules * Lexical rules * Movement rules   Study questions | 6 |
| **7.** | **Chapter 9: Semantics**   * Meaning: conceptual vs. associative meaning * Semantic features * Lexical relations: Synonymy; Antonymy; Lexical relations; Hyponymy; Homophones and homonyms; Polysemy; Metonymy * Semantic roles: agent and theme; instrument and experiencer; location and source   Study questions | 6 |
| **8.** | **Revision** | 3 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Recognize and differentiate between various phonetic sounds.**  Reasoning: This assessment focuses on CLO 1.1, evaluating students' ability to distinguish different phonetic sounds. It includes cumulative content from the course up to this point, providing a broad-based assessment of phonetics within linguistics. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.2 Analyze the semantics of sentences to identify semantic roles and lexical relations.**  Reasoning: Aligned with CLO 2.2, this assessment tests students' skills in semantic analysis of sentences. It incorporates cumulative content from the course, offering an integrative approach to semantics. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **2.1 Apply phonetic and phonological concepts to analyze sound patterns in language.**  Reasoning: Focusing on CLO 2.1, this assignment assesses students’ understanding of phonetics and phonology. It includes a comprehensive evaluation of these concepts, integrating content from various parts of the course. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.3 Identify and describe the unique properties of human language.**  Reasoning: Targeting CLO 1.3, this assignment tests students' knowledge of the distinct properties of human language. It draws upon content from different aspects of the course, reflecting the integrative nature of the curriculum. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.2 Recall and classify morphological elements in language.**  Reasoning: This quiz, aligned with CLO 1.2, assesses students' skills in classifying morphological elements. It covers a range of content from the course, providing a comprehensive assessment of morphological understanding. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **2.1 Apply phonetic and phonological concepts to analyze sound patterns in language.**  Reasoning: The midterm exam, focusing on CLO 2.1, evaluates the application of phonetics and phonology. It includes content from the entire course up to this point, ensuring a broad-based assessment of phonological skills. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.3 Construct and deconstruct sentences using syntactic theories.**  Reasoning: Aligned with CLO 2.3, the final exam tests students' ability to apply syntactic theories in sentence construction and analysis. The exam encompasses comprehensive content from the course, offering a cumulative assessment of syntactic skills. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | George Yule. The Study of Language (any edition: 4th, 5th, 6th, or 7th). Cambridge: Cambridge University Press. |
| **Essential References** | Akmajian, A. et al. (2017) Linguistics: An Introduction to Linguistics and Communication, 7th edition, The MIT Press.  Fiona English, Tim Marr (2015) Why Do Linguistics? Reflective Linguistics and the Study of Language, London: Bloomsbury.  Mark Aronoff and Janie Rees‐Miller (eds.) (2017) The Handbook of Linguistics, 2nd edition, John Wiley & Sons, Ltd. |
| **Electronic Materials** | [OER Commons](https://oercommons.org/hubs/19/browse?f.search=Introduction+to+Linguistics&__hub_id=19) |
| **Other Learning Materials** | 1. **Online Dictionaries**: Useful for immediate terminology lookup, and accessible to students at any level.    * [Link to Cambridge Dictionary](https://dictionary.cambridge.org/) 2. **Transcription Applications**: PhotoTransEdit, an online text-to-phonetics converter, is particularly useful for students delving into phonetics and phonology.   [Link to PhotoTransEdit](http://www.photransedit.com/Online/Text2Phonetics.aspx) |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |