Thank you for your interest in the Course Specification for **MAAL 7221 Linguistics 1** within the Master of Arts in Applied Linguistics program.

Please be informed that the current course specification available on our website is based on **Template T-104 (2022 edition)**. As of September 1, 2024, the updated course specification utilizing Template **TPG-153 (2023 edition)** has not been received for upload. Additionally, we have not yet received a Word document version of the updated specification for this course.

While there are no significant differences between Template T-104 (2022) and Template TPG-153 (2023), please be aware that there may be updates pertaining to specific course codes, course content and the **Specification Approval Date** in the newer version that are not with the website team for upload yet.

Our website team is committed to providing the most current information and will promptly upload updated course specifications as they are received.

We appreciate your understanding and thank you for your patience.

**Notice Regarding Course Specification Update for MAAL 7221 Linguistics 1 – Master of Arts in Applied Linguistics**

T-104

2022

T3

2022

Course Specification

|  |
| --- |
| Course Title: Linguistics (1) |
| Course Code:  **MAAL 7221** |
| Program:  **Master of Arts in Applied Linguistics**  |
| Department: English Department |
| College:  **Faculty of Languages and Translation**  |
| Institution:  **King Khalid University**  |
| Version: Updated |
| Last Revision Date: **January 28, 2023** |

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# A. General information about the course:

|  |
| --- |
| **Course Identification** |
| **1. Credit hours:** | 4 |
| **2. Course type** |
| a. | University [ ]  College [ ]  Department[x]  Track[ ]  Others[ ]  |
| b. | Required [ ]  Elective[ ]  |
| **3. Level/year at which this course is offered:** | **Level 2/ 2nd Semester** |
| **4. Course general Description**This course focuses on three major subfields of linguistics: phonetics, phonology and morphology. The course will begin with a short introduction to the nature of language and its main role, i.e., communication. Each part of the course aims at consolidating and enriching the knowledge that students previously acquired during their BA program. The course will also review the Arabic sounds to help the students in collecting data from Arabic for future research. Finally, the students will apply the linguistic data to learning and teaching English as a foreign language. |
| **5. Pre-requirements for this course (if any): None** |
| **6. Co- requirements for this course (if any): None** |
| **7. Course Main Objective(s)**The main purpose of this course is to establish a deep understanding of phonetics, phonology, and morphology, and to develop the skills necessary for examining linguistic data and for using the linguistic information in teaching English as a foreign language. |

## 1. Teaching mode (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
| --- | --- | --- | --- |
|  | Traditional classroom | 36 | 90% |
|  | E-learning |  |  |
|  | Hybrid* Traditional classroom
* E-learning
 | 4 | 10% |
|  | Distance learning |  |  |

## 2. Contact Hours (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| No | Activity | Contact Hours |
|  | Lectures | 40 |
|  | Laboratory/Studio |  |
|  | Field |  |
|  | Tutorial  |  |
|  | Others (specify) |  |
|  | Total | 40 |

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

| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
| --- | --- | --- | --- | --- |
| 1.0 | Knowledge and understanding |
| 1.1 | Describe the structure of sounds and sound systems | K 1.1 | ● Lectures● Class discussion● E-learning | ● Class participation● Homework assignments● Midterm exam● Final exam |
| 1.2 | Recognize relationships from the individual sound up to the phrase and sentence | K 2 | ● Lectures● Class discussion● E-learning | ● Class participation● Homework assignments● Midterm exam● Final exam |
| 1.3 | Define the major morphological phenomena | K 1 | ● Lectures● Class discussion● E-learning | ● Class participation● Homework assignments● Midterm exam● Final exam |
| 1.4 | State the structural characteristics of morphemes and allomorphic variation  | K 1 | ● Lectures● Class discussion● E-learning | ● Class participation● Homework assignments● Midterm exam● Final exam |
| 1.5 | Evaluate the interaction of rules within the English sound system  | K 5 | ● Lectures● Class discussion● E-learning | ● Class participation● Homework assignments● Midterm exam● Final exam |
| 1.6 | Describe phonological and morphological data | K 5 | ● Lectures● Class discussion● E-learning | ● Class participation● Homework assignments● Midterm exam● Final exam |
|  |  |  |  |  |
| 2.0 | Skills |
| 2.1 | Write independent research/projects in one (or more) of the subfields of linguistics | S 1 | ● Lectures● Projects related to the topics● Class discussions for teaching students to think independently and engage in group discussions● Independent study● Computer-assisted instruction | ● Homework and/or assignments● Projects● Class participation● Midterm exams● Final exam |
| 2.2 | Analyze the linguistic phenomena in contrast with their own language | S 2 | Lectures● Projects related to the topics● Class discussions for teaching students to think independently and engage in group discussions● Independent study● Computer-assisted instruction | ● Homework and/or assignments● Projects● Class participation● Midterm exams● Final exam |
| 2.3 | Apply linguistic knowledge in language teaching  | S 3 | Lectures● Projects related to the topics● Class discussions for teaching students to think independently and engage in group discussions● Independent study● Computer-assisted instruction | ● Homework and/or assignments● Projects● Class participation● Midterm exams● Final exam |
| 2.4 | Assess the importance of various websites for the topics discussed in class | S 4 | Lectures● Projects related to the topics● Class discussions for teaching students to think independently and engage in group discussions● Independent study● Computer-assisted instruction | ● Homework and/or assignments● Projects● Class participation● Midterm exams● Final exam |
| 2.5 | Interpret the data collected from various websites in an original manner | S 4 | Lectures● Projects related to the topics● Class discussions for teaching students to think independently and engage in group discussions● Independent study● Computer-assisted instruction | ● Homework and/or assignments● Projects● Class participation● Midterm exams● Final exam |
|  |  |  |  |  |
| 3.0 | Values, autonomy, and responsibility |
| 3.1 | Use ethical academic practices | V 1 | ● Independent study● Problem-solving● Projects related to the topics | ● Projects● Surveys● Class participation |
| 3.2 | Identify opportunities for continuous professional development | V 2 | ● Independent study● Problem-solving● Projects related to the topics | ● Projects● Surveys● Class participation |
| 3.3 | Evaluate their own strengths, weaknesses and performance in an objective manner | V 3 | ● Independent study● Problem-solving● Projects related to the topics | ● Projects● Surveys● Class participation |
| 3.4 | Apply their knowledge and skills to a wide range of social situations | V 5 | ● Independent study● Problem-solving● Projects related to the topics | ● Projects● Surveys● Class participation |
|  |  |  |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| No | List of Topics | Contact Hours |
|  | **Introduction to Linguistics****Linguistic knowledge**: how human language is unique with a focus on universal grammar  | **4** |
|  | **Phonetics (1):** Pronunciation and spelling; The speech mechanism; speech organs; description and classification of consonants | **4** |
| 3. | **Phonetics (2):** description and classification of vowels; broad vs. narrow transcription  | **8** |
| 4. | **Phonology (1):**The linguistic aspect of speech sounds; the phoneme as a class of phonetically similar sounds; the phoneme as a contrastive unit: minimal pairs and sets; sounds in connected speech – coarticulation effects: assimilation, dissimilation, epenthesis, and elision; distinctive phonetic features | **4** |
| 5. | **Phonology (2): Suprasegmental**The syllable; stress in connected speech: word stress variation; strong vs. weak forms of words  | **8** |
| 6. | **Phonetics and Phonology in the teaching of EFL**  | **2** |
| 7. | **Morphology (1)**Defining the word; the morpheme: definition; types of morphemes (free and bound morphemes; lexical and functional morphemes; derivational and inflectional morphemes); drawing tree structures for words; morphemes vs. morphs: analyzing words into morphs and morphemes; morphophonemics: the interaction between morphology and phonology | **4** |
| 8. | **Morphology (2)**Processes of word formation: derivation, compounding, reduplication, conversion, clipping, acronyms, abbreviations, blending, back-formation; exercises  | **4** |
| 9. | **Morphology in the teaching of EFL** | **2** |
| Total | 40 |

# **D. Students Assessment Activities**

| No | Assessment Activities \*  | Assessment timing(in week no) | Percentage of Total Assessment Score |
| --- | --- | --- | --- |
|  | Midterm | Week 6/7 | 30% |
|  | Homework Assignments/ Class participation | Continuous Assessment | 10% |
|  | Project | 9 | 10% |
| ... | Final Exam | 13 | 50% |

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

# E. Learning Resources and Facilities

## 1. References and Learning Resources

|  |  |
| --- | --- |
| Essential References |  O’Grady, William and Archibald, John (2016). *Contemporary Linguistic Analysis: An Introduction*, 8th edition, Toronto: Pearson. Rowe, Bruce M. and Levine, Diane P. (2016) *A Concise Introduction to Linguistics*, 4e, New York: Routledge. Park-Johnson, Sunny and Shin, Sarah J. (2020) *Linguistics for Language Teachers: Lessons for Classroom Practice*, 1e, Routledge.  Curzan, Anne and Adams, Michael P. (2012) *How English Works: A Linguistic Introduction*, 3e, Pearson. |
| Supportive References |  Fromkin, V. et al. (2018) *An Introduction to Language*, 11e, Boston: Cengage Learning. Carstairs-McCarthy, A. (2018) *An Introduction to English Morphology: Words and Their Structure*, 2e, Edinburgh: Edinburgh University Press. Collins, B. et al. (2019) *Practical English Phonetics and Phonology: A Resource Book for Students*, 4e, Routledge.  Gimson, A. C. (1989) *An Introduction to the Pronunciation of English*, 4e, Edward Arnold. Hudson, G. (1999) *Essential Introductory Linguistics*, 1e, Wiley-Blackwell.  Biber, Douglas et al. (2007) *Grammar of Spoken and Written English*, Pearson Education Limited.  Roach, P. (2009) *English Phonetics and Phonology: A practical course*, 4e, Cambridge University Press. Brinton, Laurel J. and Brinton, Donna M. (2010) *The Linguistic Structure of Modern English*, Amsterdam/Philadelphia: John Benjamins Publishing Company. |
| Electronic Materials | http://www.photransedit.com/Online/Text2Phonetics.aspxhttps://www.merriam-webster.com/http://www.oxfordlearnersdictionaries.com/ http://dictionary.cambridge.org/ |
| Other Learning Materials | N/A |

## 2. Required Facilities and equipment

| Items | Resources |
| --- | --- |
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Classroom |
| Technology equipment(projector, smart board, software) | Computer with Internet access, PowerPoint capabilities, and overhead projector |
| Other equipment(depending on the nature of the specialty) | Desks, chairs, and tables |

# F. Assessment of Course Quality

| Assessment Areas/Issues  | Assessor | Assessment Methods |
| --- | --- | --- |
| Effectiveness of teaching | Students, Faculty, Program Leaders | Surveys, tests, interviews |
| Effectiveness of students assessment | Students, Faculty, Program Leaders | Surveys, tests, interviews |
| Quality of learning resources | Faculty, Program Leaders, Students  | Observations, surveys |
| The extent to which CLOs have been achieved | Faculty, Program Leaders | Tests, portfolios |
| Other |  |  |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# G. Specification Approval Data

|  |  |
| --- | --- |
| Council /COMMittee |  |
| Reference No. |  |
| Date |  |