Thank you for your interest in the Course Specification for **MAAL 7321 Linguistics 2** 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 7321 Linguistics 2 – Master of Arts in Applied Linguistics**

T-104

2022

T3

2022

Course Specification

|  |
| --- |
| Course Title: Linguistics (2) |
| Course Code:  **MAAL 7321** |
| 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 [x]  Elective[ ]  |
| **3. Level/year at which this course is offered:** | Level 3/ 3rd Semester |
| **4. Course general Description**This course covers core topics in syntax, semantics and pragmatics. The first part of the course deals with the structure of phrases, clauses and sentences, and the structural relationship between parts of phrases and clauses, such as subject, predicator, objects, complements and adjuncts. The following chapter looks into the fundamental concepts related to lexical semantics, such as types of meaning, reference, semantic relations, etc. The last part of the course is concerned with familiarizing the students with some essential concepts of pragmatics, such as communication, features of context, pragmatic appropriateness, preference organization, implicature, presupposition and speech act theory. |
| **5. Pre-requirements for this course (if any): MAAL 7221 Linguistics (1)** |
| **6. Co- requirements for this course (if any): None** |
| **7. Course Main Objective(s)**The main objective of this course is to establish a sound understanding of syntax, semantics and pragmatics, developing 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 nature of syntactic relations  | K 1 | ● Lectures● Class discussion● E-learning | ● Class participation● Homework assignments● Midterm exam● Final exam |
| 1.2 | Define the structural and functional characteristics of phrases and clauses | K 1 | ● Lectures● Class discussion● E-learning | ● Class participation● Homework assignments● Midterm exam● Final exam |
| 1.3 | Describe the essential notions used in semantics | K 1 | ● Lectures● Class discussion● E-learning | ● Class participation● Homework assignments● Midterm exam● Final exam |
| 1.4 | Outline the core concepts pertaining to the field of pragmatics  | K 1 | ● Lectures● Class discussion● E-learning | ● Class participation● Homework assignments● Midterm exam● Final exam |
| 1.5 | Differentiate between form and function in syntactic analysis | K 2 | ● Lectures● Class discussion● E-learning | ● Class participation● Homework assignments● Midterm exam● Final exam |
| 1.6 | Differentiate between semantic/conventional meaning and pragmatic meaning (meaning in context) | K 2 | ● 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 | Develop the ability to apply their 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 |
|  | **Syntax (1)** IntroductionGenerative GrammarUniversal Grammar and parametric variation | **2** |
|  | **Syntax (2)**Parts of Speech: lexical and functional, Meaning, Inflection, DistributionPhrase Structure: Head, Specifier, Complement, Modifier | **2** |
| 3. | **Syntax (3)**Types of Phrases: Noun Phrase, Adjective Phrase, Prepositional Phrase, Verb PhraseSentences: Subject and Predicate, Sentences as Tense Phrases | **4** |
| 4. | **Syntax (4)**Constituency Tests: Movement, Substitution, CoordinationThe Linear and Hierarchical Structuring of ConstituentsComplement OptionsSyntactic AmbiguityComplement Clauses | **4** |
| 5. | **Syntax (5)**Transformational Rules (1): Yes-No QuestionsTransformational Rules (2): Wh-questionsTransformational Rules (3): Relative Clauses | **4** |
| 6. | **Syntax in teaching EFL** | **2** |
| 7. | **Semantics (1)**Introduction: What is meaning?Lexical Semantics vs. Structural SemanticsConceptual vs. Associative Meaning Componential Analysis: Semantic Features Semantic Relations at the level of the word: Hyponymy; Synonymy; Antonymy; Homonymy; Polysemy; Metonymy | **4** |
| 8. | **Semantics (2)**Semantic Relations at the level of the sentence: paraphrase, entailment, Contradiction Thematic Roles  | **4** |
| 9. | **Pragmatics (1)**Introduction:Context, Deixis, Reference, Inference, Anaphora, PresuppositionConversational ImplicaturesThe Maxims of Conversation (Grice’s Maxims) | **4** |
| 10. | **Pragmatics (2)**Calculating Implicatures: Observing the Maxims; Flouting the Maxims | **4** |
| 11. | **Pragmatics (3)**Speech ActsLocutionary vs. Illocutionary vs. Perlocutionary ActsDirect and Indirect Speech Acts | **4** |
| 12. | **Semantics and Pragmatics in teaching 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.Saeed, John I. (2016). *Semantics, 4th edition*, New York: Wiley Blackwell. Yule, George (1996). *Pragmatics*. Oxford: Oxford University Press. Biber, Douglas et al. (2007) *Grammar of Spoken and Written English*, Pearson Education Limited.  Brinton, Laurel J. and Brinton, Donna M. (2010) *The Linguistic Structure of Modern English*, Amsterdam/Philadelphia: John Benjamins Publishing Company. Cutting, Joan (2015) *Pragmatics and Discourse: A Resource Book for Students*, 3rd edition, London and New York: Routledge. Grundy, P. (1995) *Doing pragmatics*, London: Edward Arnold. Tallerman, Maggie (2015) *Understanding Syntax*, 4th edition, London and New York: Routledge. Odlin, T. (ed.) (1994) *Perspectives on Pedagogical Grammar*, New York: Cambridge University Press.  Kearns, K. (2011) *Semantics*, 2e, London: Palgrave Macmillan.  |
| Electronic Materials | http://www.photransedit.com/Online/Text2Phonetics.aspxhttp://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 |  |