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| **Faculty: Arts** |
|  **Program: BA** | **Department: English Language, Literature and Translation**  |
|  **Semester:**  | **Academic year:**  |



**Course Plan**

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| **First: Course Information**  |

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| ***Practical:-*** | ***Theoretical: 3*** | ***Credit Hours: 3*** | ***Course Title: Linguistics***  | ***Course No.: 0202223*** |
| ***Lecture Time:***  | ***Section No****.:*  | ***Prerequisite No. and Title: Pronunciation 0202254*** |
| ***Seventh level***  | ***Level in JNQF*** |
|  ***Obligatory University Requirement Elective University Requirement***  ***Obligatory Faculty Requirement Elective Faculty Requirement***  ***Obligatory Specialization Requirement Elective Specialization Requirement***  ***Ancillary course*** | ***Type Of Course:*** |
|  ***Face-to-Face Learning*** ***Blended Learning (2 Face-to-Face + 1 Asynchronous)*** ***Online Learning (2 Synchronous+ 1 Asynchronous)*** | ***Type of Learning:*** |

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| **Second: Instructor’s Information** |

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| ***Course Coordinator:***  |
| ***Academic Rank:***  | ***Name:***  |
| ***Email:***  | ***Extension Number:***  | ***Office Number:***  |
| ***Course Instructor:***  |
| ***Academic Rank:***  | ***Name:***  |
| ***Email:***  | ***Extension Number:***  | ***Office Number:***  |
|  | ***Office Hours:***  |

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| **Third: Course Description** |

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| The course introduces students to the basic linguistic concepts, features of human language, branches of linguistics and key linguistic concepts. Aims of the course: 1. Introduce the students to the science of language: emergence, development and branches. 2. Introduce the students to relevant topics, e.g. origins of language, properties of human language 3. Outline the distinction between animals and human language. 4. Introduce students to principles of phonetics 5. Introduce students to principles of phonology. 6. Introduce students to principles of morphology. |

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| **Fourth: Course objectives** |
| The aim of this course is to:1. **Knowing about the definition of language.**
2. **Introducing students to certain linguistic terms.**
3. **Introducing them to the linguistic levels.**
4. **Introducing them to different language systems.**
5. **Introducing****them to different language functions and usage.**
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| **Fifth: Learning Outcomes** |

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| ***Assessment method****Choose at least two methods* | ***Associated PILOs Code****Choose one PILO for each CILO\** |  ***CILOs***If any CLO will not be assessed in the course, mark NA. | ***CILOs Code*** | ***Level descriptor according to (JNQF)*** |
| LectureIn-class Task | PK1 | Knowledge and Understanding | **K1** | **Knowledge** |
| LectureIn-class Task | PK2 | By the end of the course, the students are expected to be able to:a. Define linguistics and its various branchesb. Identify the basic properties of human language and why experiments to teach it to animals have not made significant progressc. Demonstrate understanding of speech mechanismd. Demonstrate understanding of phonological conceptse. Demonstrate understanding of morphology.f. Demonstrate understanding of syntaxg. Demonstrate understanding of the core elements of semantics and discourse analysish. Demonstrate understanding of the relationship between language areas in the brain and the various types of aphasia.j. Demonstrate understanding of basic sociolinguistic terms. | **K2** |
| LectureIn-class TaskQuiz | PK3 | Apply learned concepts to authentic material. | **K3** |
| LectureIn-class Task | PK4 | Apply linguistic concepts properly to refer to any linguistic issue. | **K4** |
| LectureIn-class Task | PS1 | **Problem solving skills:**By the end of the course, the students are expected to be able toUse IPA symbols to transcribe isolated and connected speechShow adherence to the cooperative principle and politeness principle in their everyday use of language | **S1** | **Skills** |
| Concept MappingThink-Pair-Share | PS2 | Modeling and Design  | **S2** |
| Think-Pair-ShareIn-class Task | PS3 | Application of Methods and Tools | **S3** |
| In-class TaskQuiz | PC1 | **Analytical skills: Assess**a. Analyze the components of speech, i.e. phoneme, morpheme, words, phrases, stress and intonationb. Employ the basic knowledge they acquired to provide examples illustrating word formation processes, lexical and semantic ambiguity, sense relations, e.g. synonymy, antonym, etcc. Explain and analyze someaspects of disordered speech | **C1** | **Competencies** |
| LectureIn-class Task | PC2 | **Strategic Thinking:**a. Develop a positive attitude towards languages other than their mother tongueb. Promote metalinguistic knowledge with a view to maximizing their communication mode alternatives | **C2** |
| LectureIn-class Task | PC3 | **Creative thinking and innovation**Apply the acquired knowledge and skills to develop insights into the relationship between linguistics and man’s daily affairs | **C3** |

\*CILOs: Course Intended Learning Outcomes; PILOs: Program Intended Learning Outcomes; for each CILO, the PILO could be the same or different.

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| **Sixth: Learning Resources** |

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| The study of language. Cambridge: Cambridge University Press. | ***Main Reference:*** |
| ***Publication Year: 2010*** | ***Print:*** | ***Issue No.: 4th***  | ***Author:*** Arb, Thomas. And Greg Johnson. |
| Fromkin, V. and R. Rodman.1993 Introduction to language. Fifth edition. New York: Harcourt Barce College Publishers.Internet | ***Additional Sources &Websites:*** |
|  ***Classroom Laboratory Workshop MS Teams Moodle***  | ***Teaching Type:*** |

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| **Seventh: Course Structure** |

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| **Lecture** **Date**  | **Intended Teaching Outcomes(ILOs)** | **Topics** | **Teaching Procedures\*** | **Teaching Methods\*\*\*** | **References\*\*\*** |
|  | A1,A2 | Course Syllable and Discussion  | Lecture | Face-to-Face |  |
|  | A1,A2 | Introduction of the Course | Lecture | Face-to-Face | 1st Chapter  |
|  | A1,A2 | The Origins of language  | Lecture, and Discussion | Face-to-Face | 1-8 |
|  | A1,A2 | The Origins of language  |  | Face-to-Face |  |
|  | A1,A2 | The Origins of language  | Lecture, and Discussion | Face-to-Face | 1-8 |
|  | A1,A2 | Animals and human language communication | Lecture, and Discussion | Face-to-Face | 10-23 |
|  | A1,2,3,4, B1,2,3 | The sounds of language and place of articulation  | Lecture, and Discussion | Face-to-Face | 23-30 |
|  | A1,2,3,4, B1,2,3 | The manner of articulation  | Lecture, and Discussion | Face-to-Face | 31-33 |
|  | A1,2,3,4, B1 | Vowel sounds | Lecture, and Discussion | Face-to-Face | 33-39 |
|  | A1,2,C1,2 | Syllables  | Lecture, and Discussion | Face-to-Face | 41-50 |
|  | A1, 2, 4, B3C1, 2 | Word formation | Lecture, and Discussion | Face-to-Face | 52-64 |
|  | A1, 2, 4, B3,C1 | Morphology | Lecture, and Discussion | Face-to-Face | 66-78 |
|  | A1, 2, 4, B3,C1 | Morphology | Lecture, and Discussion | Face-to-Face | 66-78 |
|  | All | Revision | Lecture, Discussion | Face-to-Face |  |
|  | All | Mid-term exam | written exam | Face-to-Face |  |
|  | All | Discussion the results  | Discussion | Face-to-Face |  |
|  | C1 | Grammar | Lecture, and Discussion | Face-to-Face | 80-95 |
|  | A1,2,4C1 | Syntax | Lecture, and Discussion | Face-to-Face | 96-110 |
|  | A1,2,4C1 | Syntax | Lecture, and Discussion | Face-to-Face | 96-110 |
|  | A1,2,4C1 | Syntax | Lecture, and Discussion | Face-to-Face | 96-110 |
|  | A1,2,4C1 | Syntax | Lecture, and Discussion | Face-to-Face | 96-110 |
|  | A1, 2, 4C1 | Semantic | Lecture, and Discussion | Face-to-Face | 112-125 |
|  | A1, 2, 4C1 | Pragmatics | Lecture, and Discussion | Face-to-Face | 127-140 |
|  | A1, 2, 4C1 | Pragmatics | Lecture, and Discussion | Face-to-Face | 127-140 |
|  | All | Revision and Open Questions | Lecture, and Discussion | Face-to-Face |  |
|  | All | Revision and Open Questions | Lecture, and Discussion | Face-to-Face |  |
|  | Final exams |  |  |  |  |

\* Teaching procedures: (Face-to-Face, synchronous, and asynchronous).

\*\* Teaching methods: (Lecture, video….).

\*\*\* Reference: (Pages of the book, recorded lecture, video….).

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| **Eighth: Assessment Methods** |

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| **Methods** | **Online Learning** | **Blended Learning** | **Face-To-Face****Learning** | **Specific Course Output to be assessed**\*\*If any CILO will not be assessed in the course, mark NA. |
| **K1** | **K2** | **K3** | **S1** | **S2** | **S3** | **S4** | **S5** | **C1** | **C2** | **C3** | **C4** | **C5** |
| **First Exam** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Second Exam** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Mid-term Exam** |  |  | 35 | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| **Participation** |  |  | 15 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Asynchronous Activities** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Quizzes** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assignments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Group presentation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Final Exam** |  |  | 50 | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| **Total out of 100** |  |  | 100 |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Ninth: Course Policies**  |

* All course policies are applied on all teaching patterns (online, blended, and face-to-face Learning) as follows:
1. Punctuality.
2. Participation and interaction.
3. Attendance and exams.
* Academic integrity: (cheating and plagiarism are prohibited).

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| **Approval** | **Name** | **Date** | **Signature** |
| **Head of Department** |  |  |  |
| **Faculty Dean** |  |  |  |