Course Specifications

Course Title:	Syntax
Course Code:	42091323
Program:	B. A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	AL-BAHA UNIVERSITY

Table of Contents

A. Course Identification

1. Credit hours: 3

2. Course type

a. University ☐ College ☐ Department ☑ Others ☐

b. Required ☑ Elective ☐

3. Level/year at which this course is offered: Level 5/3rd year

4. Pre-requisites for this course (if any)**:**
Morphology

5. Co-requisites for this course (if any)**:**
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	48	80%
2	Blended		10%
3	E-learning		10%
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	44
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	Tests (4 Hours)
	Total	48
Other Learning Hours*		
1	Study	2 Hours (Per week)
2	Assignments	2 Hours (Per week)
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	4 Hours

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description
The aim of this course is to provide the students with a general introduction to English syntax. It is designed to give the students a brief glimpse of the theory and practice of the structural grammar of the English language. A detailed analysis of the structure of English sentences and phrases will be treated. Topics include noun and verb phrases, basic sentence patterns, positional classes and modification.

2. Course Main Objective
1. Summary of the main learning outcomes for students enrolled in the course.
1. To introduce students to the basic knowledge of English syntax
2. To give the students a brief glimpse of the theory and practice of the structural grammar of the English language.
3. To offer students with a detailed analysis of English phrases and their structures
4. To acquaint students with the internal structure of sentences and basic sentence patterns
5. To help students describe modification and its levels
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)
Encouraging students to use web-based reference materials (online linguistic journals, linguistic websites, general web search engines, etc.) to search for more explanations of new syntactic notions

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	Recognize the basic concepts in syntax.	1.2
1.2	Identify the types of Phrases and sentences and their constituents.	1.2
1.3	Classify/recognize the lexical categories of words.	1.2
2	**Skills:**	
2.1	Exemplify the types and patterns of English phrases and sentences.	2.2
2.2	Analyze English phrases and sentences through syntactic tree diagrams showing their linear and hierarchical structures.	2.2
2.3	Produce Paraphrases for ambiguous phrases and sentences and draw trees for each meaning.	2.2
2.4	Apply the phrase structure rules to English phrases and sentences.	2.2
3	**Competence:**	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Syntax: Traditional & Structural Approach, Form and Function, Open and Closed Word Classes	3
2	Basic Sentence Patterns	3
3	Noun and Verb Phrases	6
4	Adjective , adverb and prepositional phrases	6
5	Positional Classes	3
6	Modification	6
7	Levels of Modification	3
8	Complements & Subjunctive Forms of the Verb	3
9	Clauses in English: Coordinate & Subordinate Clauses Mid-term exam	6
10	Sentences in English: simple , compound, complex	3
11	Tree–diagram structure, ambiguity, transformational grammar	6
12	**Final Exam**	3
Total		48

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	Recognize the basic concepts in syntax.	1. Lectures 2. Class discussion 3.Collaborative learning/Team work. 4. Classroom participation 5. E-Learning (e.g. Blackboard-Rafid) 6-Presentation	Quiz, Mid-Term and Final Exams Students' Presentations and Assignments
1.2	Identify the types of phrases and sentences and their constituents.		
1.3	Classify/recognize the lexical categories of words.		
2.0	**Skills**		
2.1	Exemplify the types and patterns of English phrases and sentences.	1. Lectures 2. Class Discussions 3. pair work and group work. 4. E-Learning (e.g. Blackboard-Rafid) 5-Presentation	Mid-Term and Final Exams Students' Presentations and Assignments
2.2	Analyze English phrases and sentences through syntactic tree diagrams showing their linear and hierarchical structures.		
2.3	Produce Paraphrases for ambiguous phrases and sentences and draw trees for each meaning.		
2.4	Apply the phrase structure rules to English phrases and sentences.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.0	**Competence**		
3.1	Explain the differences between the basic semantic concepts introduced in the course.	• Checking attendance • Team/pair work • Assignments Blackboard activities.	• Attendance sheets • Blackboard Emails
3.2	Produce paraphrases for ambiguous sentences and phrases.		
3.3	Illustrate the important semantic concepts.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes (Oral and/or Written)	All along	5%
2	Assignment/presentation	All along	5%
3	attendance and participation	All along	10%
4	Mid-Term Test (oral and/or written)	Week 9	20 %
5	Final Written Exam	Week 16	60%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice: 1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
2 hours per course per week

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Norman C. Stageberg and Dallin D. Oaks. (1999) <u>An Introductory to English Grammar</u>. Fifth Edition. Wadsworth Publishing.
Essential References Materials	1. Thomas, Linda (1993) <u>Beginning Syntax</u>. Oxford UK & Cambridge USA: Blackwell publishers. 2. Andrew Radford (2004) <u>An Introduction to Syntax</u>. Cambridge University Press.
Electronic Materials	http://www.universalteacher.org.uk/lang/syntax.htm http://www.sil.org/linguistics/ETEXT.HTML http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/Index.htm http://www.utexas.edu/courses/linguistics/resources/syntax/index.html http://www.blexas.edu/courses/linguistics/resourses/syntax/
Other Learning Materials	NONE

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be equipped with a white board and large enough to accommodate 50 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom • Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

Course Specifications

Course Title:	**Phonology**
Course Code:	**42091325**
Program:	**B. A. in English Language & Literature**
Department:	**English**
College:	**College of Sciences & Arts- Qilwah**
Institution:	**AL-BAHA UNIVERSITY**

Table of Contents

A. Course Identification

1. Credit hours: 3
2. Course type **a.**   University ☐   College ☐   Department ☑   Others ☐ **b.**   Required ☑   Elective ☐
3. Level/year at which this course is offered: Level 5
4. Pre-requisites for this course (if any)**:** 6. Pre-requisites for this course (if any) Phonetics
5. Co-requisites for this course (if any)**:** Co-requisites for this course (if any) None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	45	100%
2	**Blended**		
3	**E-learning**		
4	**Correspondence**		
5	**Other**		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	**Lectures**	33
2	**Laboratory/Studio**	10
3	**Tutorial**	2
4	**Others** (specify)	
	Total	
Other Learning Hours*		
1	**Study**	10
2	**Assignments**	10
3	**Library**	
4	**Projects/Research Essays/Theses**	10
5	**Others** (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description. **Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

Standard topics in Phonology such as sound system, phonological processes, syllable structure, stress and distinctive features form the core of the course. The students are also introduced to phonological rules including deletion, insertion and assimilatory rules. Comparison between phonology and morphology on the one hand and phonology and phonetics on the other is also essential.

2. Course Main Objective

1. Summary of the main learning outcomes for students enrolled in the course.

1. Introduce the students to the major differences between phonetics & phonology: phones, phonemes, allophones
2. Teach the students the phonological Analysis of phonemes and allophones: minimal pairs and sets, contrastive distribution, complementary distribution, free variation, phonetic similarity
3. Provide the students with data of sounds from languages other than English in order to identify phonemes and allophones.
4. Introduce the students to the distinctive features of sounds
5. Get the students know the syllable structure of words and their syllabification
6. introduce the students to the phonological process affecting the pronunciation of sounds (Assimilation, Dissimilation, Insertion, Elision, Vowel Reduction, Metathesis)
7. Help the students identify stressed and unstressed syllables and/or tone in words and sentences individually and/or in connected speech.

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)

- The students are encouraged to listen to native speakers, initiate dialogues with them, listen to cassettes, and use new IT on recorded materials.
- Giving individual, pair, and group participation to improve oral production

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	Recognize the major differences between phonetics & phonology: phones, phonemes, allophones, and the phonemic analysis of phonemes and allophones.	**1.2**
1.2	Identify the distinctive features of sounds, the syllable structure of words and their syllabification, and the phonological processes affecting the pronunciation of sounds (Assimilation, Dissimilation, Insertion, Elision, Vowel Reduction, Metathesis).	**1.2**
2	**Skills:**	

	CLOs	Aligned PLOs
2.1	Identify the syllable structure/types of words in English and/or Arabic.	**2.2**
2.2	Mark the stressed and unstressed syllables and/or tone in words/sentences individually or in connected speech.	**2.2**
2.3	Analyze data of sounds from languages other than English in order to identify phonemes and allophones.	**2.2**
2.4	Exemplify allophonic variants and phonological aspects/processes in English and/or in Arabic.	**2.2**
3	**Competence:**	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	**3.1**
3.2	To use technology for language learning, communication and research.	**3.2**
3.3	To maintain punctuality and ethical tributes	**3.3**

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C. Course Content

No	List of Topics	Contact Hours
1	Review of Phonetics: Consonants, and Vowels, Phonemic Transcription	3
2	The differences between Phonetics & Phonology – Phones, Phonemes, and Allophones	3
3	Phonological/Phonemic Analysis: minimal pairs/sets, contrastive distribution, complementary distribution, free variation, Phonetic Similarity	6
4	Common allophones of English phonemes, phonological rules, Data Analysis:	3
5	Distinctive Features	6
6	Syllable: syllable structure: syllable template and syllable pattern; Syllable types: strong, weak, syllabic consonants	6
7	Phonotactics and sonority hierarchy; Syllabification	6
8	Phonological Processes: Assimilation, Dissimilation, Insertion, Elision, Vowel Reduction, Metathesis	3
9	Suprasegmental: Word Stress, Sentence Stress	6
10	Tone, Pitch, Intonation Patterns	3
11	**Final Exam**	
	Total	45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	Recognize the major differences between phonetics & phonology: phones, phonemes, allophones, and the phonemic analysis of phonemes and allophones.	1. Lectures 2. Class discussion 3.Collaborative learning/Team work. 4. E. Learning Strategy (Blackboard – Rafid)	1. Class participation 2. Quizzes 3. Class presentations based on the parts which are covered from the course book. 4. Midterm Exam/essay questions 5. Assignments 6. Final exam
1.2	Identify the distinctive features of sounds, the syllable structure of words and their syllabification, and the phonological processes affecting the pronunciation of sounds (Assimilation, Dissimilation, Insertion, Elision, Vowel Reduction, Metathesis)		
1.3	Describe concepts like: Phonotactics, sonority hierarchy, syllabification, syllable, stress; and intonation in English.		
2.0	**Skills:**		
2.1	Identify the syllable structure/types of words in English and/or Arabic.	1. Lectures in which students are made aware of the significance of time management 2. team/group discussions. 3. Individual counselling on research projects and writing difficulties	1. oral and/or written texts (quizzes, Mid-term, and final) 2. 2. Students' presentations and assignments 3- Students' constant participation in the class.
2.2	Mark the stressed and unstressed syllables and/or tone in words/sentences individually or in connected speech.		
2.3	Analyze data of sounds from languages other than English in order to identify phonemes and allophones.		
2.4	Exemplify allophonic variants and phonological aspects/processes in English and/or in Arabic.		
3.0	**Competence:**		
3.1	Explain the differences between the basic semantic concepts introduced in the course.	• Checking attendance • Team/pair work • Assignments Blackboard activities.	• Attendance sheets • Blackboard • Emails
3.2	Produce paraphrases for ambiguous sentences and phrases.		
3.3	Illustrate the important semantic concepts.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz (oral and/or written)	All along	5%
2	Assignment/presentation	All along	5%
3	attendance and participation	All along	10%
2	Mid-Term Test (oral and/or written)	Week 8	20%
4	Final Written Exam	Week 16	60%
5	Total		100 %

***Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice: 1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
2 hours per course per week

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Roach, Peter (2000) English Phonetics and Phonology, Third Edition, CUP. - O'Conner, I.D. 1986. Phonetics. London: Pelico. - Ladefoged, P.1993. A Course in Phonetics. New York: Horcourt Brace.
Essential References Materials	- O'Conner, J.D. (1987) Better English Pronunciation. Cambridge: CUP. - Clark, J. & Yallop, C. (1992) An Introduction to Phonetics and Phonology. London: Blackwell. - Gimson, A.C. (1997) An Introduction to the Pronunciation of English. London: Arnold.
Electronic Materials	http://www.celt.stir.ac.uk/staff/HIGDOX/STEPHEN/PHONO/PHONOLOG.HTM - http://www.phon.ox.ac.uk/jcoleman/PHONOLOGY1.HTM - http://www.ling.upenn.edu/courses/ling001/PHONOLOG.HTM - http://www.ims.uni-stuttgart.de/1ehre/teaching/2004-SS/GK-phon.HTM - http://www.ling.hawaii.edu/faculty/stampe/phon.HTM
Other Learning Materials	The use of Turn-it-in.com software program to detect plagiarism

2. Facilities Required

Item	Resources
Accommodation	Lecture rooms should be equipped with a white board and large enough to accommodate 35 students

Item	Resources
(Classrooms, laboratories, demonstration rooms/labs, etc.)	
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show and Internet

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom • Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

Course Specifications

Course Title:	**Pragmatics**
Course Code:	**42091404**
Program:	**B. A. in English Language and Literature**
Department:	**English**
College:	**College of Sciences & Arts- Qilwah**
Institution:	**AL-BAHA UNIVERSITY**

Table of Contents

A. Course Identification

1. Credit hours: 2	

2. Course type

a.   University ☐   College ☐   Department ☑   Others ☐

b.   Required ☑   Elective ☐

3. Level/year at which this course is offered: Level 5/3ʳᵈ year

4. Pre-requisites for this course (if any)**:**
Semantics

5. Co-requisites for this course (if any)**:**
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	28	80%
2	Blended		10%
3	E-learning		10%
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	Tests (2 Hours)
	Total	32
Other Learning Hours*		
1	Study	2 Hours (Per week)
2	Assignments	2 Hours (Per week)
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	4 Hours

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course aims at introducing the students to the field of pragmatics - the study of language from the point of view of its users, of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in communication. Topics include the following major areas: the scope of pragmatics, pragmatic principles and rules, speech acts and their classification, and conversation analysis.

2. Course Main Objective

1. Summary of the main learning outcomes for students enrolled in the course.

1. To introduce students to the basic pragmatic concepts and theories

2. To help students understand the relationships between pragmatics and other levels of linguistics: lexicon, morphology, syntax and semantics.

3. To expose students to the basic elements of pragmatics like pragmatic principles, speech acts and conversation analysis.

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)

Encouraging students to use web-based reference materials (online linguistic journals, linguistic websites, general web search engines, etc.) to search for more explanations of new pragmatic notions

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	**Knowledge:**	
1.1	Define basic concepts in pragmatics.	**1.2**
1.2	Demonstrate knowledge of the development of pragmatics and its relationships with semantics with reference to the study of meaning.	**1.2**
1.3	Describe the scopes of pragmatics and their different aspects	**1.2**
2	**Skills:**	
2.1	Explain important topics in pragmatics like cooperative principle implicature, speech acts and their classification, conversation events, and politeness theory.	**2.2**
2.2	Discuss contextual meaning with reference to deixis, presupposition, conversational implicature, and politeness strategies.	**2.2**
2.3	Analyze language use in actual situations in terms of cooperative maxims, implicature, speech acts, politeness strategies, etc….	**2.2**
2.4	Exemplify the various pragmatic concepts and aspects discussed in the course.	**2.2**
3	**Competence:**	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	**3.1**
3.2	To use technology for language learning, communication and research.	**3.2**
3.3	To maintain punctuality and ethical tributes	**3.3**

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Pragmatics: Definitions and Background	4
2	Introducing the Scope of Pragmatics: Micropragmatics (deixis – reference – anaphora – Presupposition) Macropragmatics (cooperation – implicature – speech acts – politeness and interaction – conversation analysis)	2
3	Deixis – reference – inferences- anaphora	4
	Presupposition and entailment – presupposition Types and triggers	4
4	Cooperation and Implicature	4
5	**Mid-Term Test**	2
6	Speech Acts and Events	6
7	politeness and interaction	2
8	Conversation and Preference structure	2
11	**Final Exam**	2
Total		32

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	Define basic concepts in pragmatics.	1.Lectures/Explaining the different pragmatic notions 2. Class discussions 3. Small group discussions	Mid-Term and Final Exams Students' Presentations and Assignments
1.2	Demonstrate knowledge of the development of pragmatics and its relationships with semantics with reference to the study of meaning.		
1.3	Describe the scopes of pragmatics and their different aspects		
2.0	**Skills**		
2.1	Explain important topics in pragmatics like cooperative principle implicature, speech acts and their classification, conversation events, and politeness theory.	1. Lectures 2. Class Discussions 3. Small group discussions	Mid-Term and Final Exams Students' Presentations and Assignments
2.2	Discuss contextual meaning with reference to deixis, presupposition, conversational implicature, and of politeness strategies		
2.3	Analyze language use in actual situations in terms of cooperative maxims, implicature, speech acts, politeness strategies, etc….		
2.4	Exemplify the various pragmatic concepts and aspects discussed in the course.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.0	**Competence**		
3.1	Explain the differences between the basic semantic concepts introduced in the course.	• Checking attendance • Team/pair work • Assignments • Blackboard activities.	• Attendance sheets • Blackboard Emails
3.2	Produce paraphrases for ambiguous sentences and phrases.		
3.3	Illustrate the important semantic concepts.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes	Week 3	5%
2	Assignment/presentation	All along	5%
3	attendance and participation	All along	10%
4	Mid-term	Week 8	20%
5	Final exam	Week 16	60%
4	Total		100 %

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

2 hours per week

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Yule, George (1996) *Pragmatics*. Oxford: Oxford University Press. Mey, Jacob. (2001). *Pragmatics*: An Introduction. 2nd Edition. Oxford: Blackwell.
Essential References Materials	Davis, S. (1991). *Pragmatics*: A Reader. OUP. Levinson, S. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
Electronic Materials	www.pragmatics.com/ www.gxnu.edu.cn/Personal/szliu/definition.html www. semprag.org/ www.sil.org/linguistics/./WhatIsPragmatics.htm www.ipra.be/
Other Learning Materials	NONE

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be equipped with a white board and large enough to accommodate 50 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom • Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

Course Specifications

Course Title:	**Translation (1)**
Course Code:	**42091321**
Program:	**Bachelor in English**
Department:	**English**
College:	**College of Sciences & Arts- Qilwah**
Institution:	**Albaha University**

Table of Contents

A. Course Identification

1. Credit hours: 30	

2. Course type
a.   University ☐   College ☐   Department ☑   Others ☐
b.   Required ☑   Elective ☐

3. Level/year at which this course is offered: 5 th Level

4. Pre-requisites for this course (if any)**:** Grammar 1

5. Co-requisites for this course (if any)**: None**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	24	80%
2	**Blended**	3	10%
3	**E-learning**	3	10%
4	**Correspondence**		
5	**Other**		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	**Lecture**	30
2	**Laboratory/Studio**	
3	**Tutorial**	
4	**Others** (specify)	
	Total	30
Other Learning Hours*		
1	**Study**	30
2	**Assignments**	10
3	**Library**	5
4	**Projects/Research Essays/Theses**	5
5	**Others**(specify)	
	Total	50

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

Translation courses are used both to enhance students' familiarity with English usage and sentence structure and to point out contrasts between Arabic and English in this respect. Translation (1) is both practical and introductory in nature.

Enhance students' understanding of the English language by comparison to their native language.

Prepare students for next translation course, Translation (2).

2. Course Main Objective

1- To Understand the main concepts of translation.

2- To Translate simple sentences and short paragraphs from English into Arabic.

3- To Recognize the structural and semantic differences between the two languages.

4- To Enhance students' understanding of the English language by comparison to their native language.

5- To Prepare students for next translation course, Translation (2).

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	To match English texts by comparing them to Arabic texts	**1.2**
1.2	To reproduce translation from English into Arabic	**1.2**
1.3	To relate meaning from Arabic into English	**1.2**
2	**Cognitive Skills :**	
2.1	To Translate meaning from English into Arabic	**2.1**
2.2	To locate the differences between English and Arabic usage with referenc translation.	**2.1**
2.3	To recognize structures of English and Arabic sentences	**2.1**
3	**Competence:**	
3.1	To write assignments and papers on time	**3.3**
3.2	To apply translation practice in class individually as well as in group work	**3.3**
3.3	To show the necessary skills to communicate, listen, analyze and evaluate themselves and others.	**3.3**

C. Course Content

No	List of Topics	Contact Hours
1	Orientation week	2 hours
2	Introduction to translation	2 hours
3	Main concepts of translation	2 hours
4	Brief practice and examples of major differences between Arabic and English	2 hours

5	Practice translating sentences (1).	2 hours
6	Practice translating sentences (2).	2 hours
7	Translating verb tenses	2 hours
8	**Midterm Exam**	2 hours
9	Workshop on translating short paragraphs	2 hours
10	Workshop on translating short paragraphs	2 hours
11	Translating short texts from different subjects	2 hours
12	Translating short texts from different subjects	2 hours
13	Translation workshop	2 hours
14	Translation workshop	2 hours
15	Practice and revision	2 hours
	Total	30 hours

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	To match English texts by comparing them to Arabic texts	1. Lectures 2. Class discussion 2. Collaborate Learning	1.Quizzes 2. Midterm exam 3- homework 4. Final written exam
1.2	To reproduce translation from English into Arabic		
1.3	To relate meaning from Arabic into English		
2.0	**Skills**		
2.1	To Translate meaning from English into Arabic	1. Lectures 2. Class room group and pairs work	1.Classroom participation 2.Midterm exam 3. Final exams 4. Group/pair work 5. Assignments
2.2	To locate the differences between English Arabic usage with reference to translation.		
2.3	To recognize structures of English and Arabic sentences		
3.0	**Competence**		
3.1	To write assignments and papers on time	1.Lectures 2.Classroom participations	Presentations
3.2	To apply translation practice in class individually as well as in group work		
3.3	To show the necessary skills to communicate, listen, analyze and evaluate themselves and others.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm	Week 8	20 %
2	quizzes	All along	10%
3	Participation, assignments	All along	10%
4	Midterm	Week 8	20 %
5			
6			
7			
8			

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :
1. Arrangements for availability of faculty for individual student consultations and academic advice (include amount of time faculty are available each week)
1 hour per course per week

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	1. Required Text(s) 1. Ibrahim, Abdullah Abdul-Razeq (2006) Translation: Principles and Applications. University Publishing House. 2. Different sentences and short passages from various sources provided by the teacher.
Essential References Materials	2. Essential References Baker, M. (1992) In Other Words: A Coursebook on Translation. Routledge. 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Anani, Muhammad (1992) The Art of Translation. Longman.
Electronic Materials	www.tarjem.com/ www.arabictranslat.com/

	www.englishlink.com/languagetranslator_Eng_HTML.asp www.todaytranslations.com/ www.motargem.com/ www.altafsir.com/ www.translatorcafe.com/cafe/member42326nohtm
Other Learning Materials	Other learning material such as computer-based programs/CD,

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Requirements for the course include size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.) Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 50 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Computing resources Computer lab
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Students' name and e-mail lists. Board, markers Photocopy of extra material provided by the teacher.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes,Quality oflearning resources, etc.)
Evaluators (Students,Faculty, Program Leaders,Peer Reviewer, Others (specify)
Assessment Methods(Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

Course Specifications

Course Title:	Appreciating Drama
Course Code:	42091303
Program:	B. A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	AL-BAHA UNIVERSITY

Table of Contents

A. Course Identification

1. **Credit hours: 3**

2. Course type
a.   University ☐   College ☐   Department ☑   Others ☐
b.   Required ☑   Elective ☐

3. Level/year at which this course is offered: Level 5/3rd year

4. Pre-requisites for this course (if any)**:**

5. Co-requisites for this course (if any)**:**
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30
Other Learning Hours*		
1	Study	30
2	Assignments	10
3	Library	5
4	Projects/Research Essays/Theses	5
5	Others (specify)	
	Total	50

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces students to English Drama by way of carefully selected texts. The course emphasizes the primarily theatrical nature of the drama, rather than the purely literary, and students learn how to analyze plot and character. The stress is on understanding the nature of the dramatic mode.

2. Course Main Objective

1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual plays.

2- Acquaint students with dramatic elements, techniques and conventions.

3- Introduce students to various kinds of drama (tragedy, comedy and tragicomedy) and building up the taste for and the understanding of the various moods, feelings aroused by such kinds.

4. Teach students how to write research papers on the plays.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	Discuss the issues of performance and analysis specific to drama, including some key elements in performance practice from Ancient Greek tragedy to contemporary performance.	**1.3**
1.2	Introduce the basic dramatic kinds	**1.3**
1.3	Identify dramatic elements, plot, characters, themes, structure and style of the individual plays	**1.3**
2	**Skills:**	
2.1	Demonstrate an ability to construct and communicate an analysis of performance texts verbally and in writing.	**2.3**
2.2	Discuss and compare major works of drama.	**2.3**
2.3	Explore the links between the students' own world and the world of the plays.	**2.3**
2.4	Ability to make sound analogies and comparisons between different plays and kinds of drama.	**2.3**
3	**Competence:**	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	**3.1**
3.2	To use technology for language learning, communication and research.	**3.2**
3.3	To maintain punctuality and ethical tributes	**3.3**
3.4	Effectively communicate ideas related to the novel during class and group activities.	**3.1**

C. Course Content

No	List of Topics	Contact Hours
1	Introduction	2
2	Sophocles' *Oedipus the King*: Plot, Structure, themes and main characters.	12
3	Play No. 2 *The Stronger* by August Strindberg Play No. 3 *The Sandbox* by Edward Albee	12
4	Research papers and Presentations	4
12	**Final Exam**	2
	Total	30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	Discuss the issues of performance and analysis specific to drama, including some key elements in performance practice from Ancient Greek tragedy to contemporary performance.	1. Lectures 2. Class discussion 3. Close reading and text analysis	1-Class participation 2. Midterm exam 3- Research papers read in class 4. Final written exam
1.2	Introduce the basic dramatic kinds		
1.3	Identify dramatic elements, plot, characters, themes, structure and style of the individual plays		
2.0	**Skills**		
2.1	Demonstrate an ability to construct and communicate an analysis of performance texts verbally and in writing.	Lectures/teaching students how to read attentively and critically	1-Class participation 2. Midterm exam 3- Research papers read in class 4. Final written exam
2.2	Discuss and compare major works of drama.		
2.3	Explore the links between the students' own world and the world of the plays.		
2.4	Ability to make sound analogies and comparisons between different plays and kinds of drama.		
3.0	**Competence**		
3.1	Explain the differences between the basic semantic concepts introduced in the course.	• Checking attendance • Team/pair work • Assignments Blackboard activities.	• Attendance sheets • Blackboard Emails • Attendance sheets
3.2	Produce paraphrases for ambiguous sentences and phrases.		
3.3	Illustrate the important semantic concepts.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.1	Explain the differences between the basic semantic concepts introduced in the course.	• Checking attendance • Team/pair work • Assignments Blackboard activities.	• Blackboard Emails

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	6	5
2	Midterm exam	8	20
3	Quiz 2	10	5
4	homework + Class participation	weekly	5
5	Research papers	14	5
6	Final exam	16	60

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Academic counseling hours and office hours

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	*Oedipus* by Sophocles *The Stronger* by August Strindburg *The Sandbox* by Edward Albee
Essential References Materials	Abbotson, Susan. *Student Companion to Arthur Miller*. Greenwood Press, 2000. Adam (2002). Dictionary of Literary Biography. Vol. 259. Twentieth-Century Swedish Writers before World Was II. Carlson, M. (1993). Theories of the Theatre: A Historical and Critical survey from the Greeks to the Present. London: Cornel University Press. --------------- (1993). All August Strindberg's Life. Lane, S. (1998). The Sons of a Servant. Lindberg. (2000). The Swedish Theatre. Modernism: Against the New Conformists. London and New York. Benttey, E. (1958). The Brates. United States of America. Perrine, L. (2001). Drama: The Elements of Drama. Ltd. Peter, V. (2000). Stylistic. Oxford: Oxford University Press. Piskhan, K. (2000). A Readers' Guide to English Literature. Oxford. Strindberg, A. (1985). The Stronger. New York. Ltd. Word, J. (1980). The Social and Religious Plays of Strindberg. London

	Conversations with Edward Albee. Ed. Philip Kolin. Jackson, MS: University Press of Mississippi, 1988. *Critical Essays on Edward Albee.* Ed. Philip Kolin and J. Madison Davis. Boston: G.K. Hall, 1986. *Edward Albee.* Ed. Harold Bloom. New York: Chelsea House Publishers, 1987. Esslin, Martin. *The Theatre of the Absurd.* New York: Penguin Books, 1991. Giantvalley, Scott. *Edward Albee: a Reference Guide.* Boston: G.K. Hall, 1987. Gussow, Mel. *Edward Albee: a Singular Journey.* New York: Simon & Schuster, 1999. Hayman, Ronald. *Edward Albee.* New York: Ungar, 1973. Hirsch, Foster. *Who's Afraid of Edward Albee?.* Berkeley, CA: Creative Arts Book Co., 1978. Mayberry, Bob. *Theatre of Discord: Dissonance in Beckett, Albee, and Pinter.* Rutherford, NJ: Fairleigh Dickinson University Press, 1989. Stenz, Anita Maria. *Edward Albee: the Poet of Loss.* The Hague: Mouton, 1978.
Electronic Materials	www.sparknotes.com www.britannica.com www.cliffnotes.com www.gradesaver.com www.litcharts.com
Other Learning Materials	NONE

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be equipped with a white board and large enough to accommodate 25-35 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show to facilitate going over student papers in class.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom • Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد

Course Specifications

Course Title:	The Rise of The Novel
Course Code:	42091315
Program:	B. A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	AL-BAHA UNIVERSITY

Table of Contents

A. Course Identification

1. Credit hours:	
2hours	

2. Course type

a.   University ☐   College ☐   Department ☑   Others ☐

b.   Required ☑   Elective ☐

3. Level/year at which this course is offered:
5th level

4. Pre-requisites for this course (if any):

None

5. Co-requisites for this course (if any):
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	
2	Blended	3	
3	E-learning	3	
4	Correspondence	0	
5	Other	0	

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	25
2	Laboratory/Studio	
3	Tutorial	2
4	Others (specify) Blackboard	5
	Total	32
Other Learning Hours*		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

2. Course Main Objective

Summary of the main learning outcomes for students enrolled in the course.
1. Improving students' reading and analytical skills and encouraging a close reading and understanding of individual novels
2. Introducing students to the fundamentals of the novel
3. Introducing students to the intellectual and social issues of the eighteenth century

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	Display a working knowledge of the novel as a literary genre.	**1.3**
1.2	Identify and describe distinct literary characteristics of the novel.	**1.3**
2	**Skills:**	
2.1	Analyze novels for their structure and meaning, using correct terminology.	**2.3**
2.2	Relate literary experience to personal experience.	**2.3**
3	**Competence:**	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	**3.1**
3.2	To use technology for language learning, communication and research.	**3.2**
3.3	To maintain punctuality and ethical tributes	**3.3**
3.4	Effectively communicate ideas related to the novel during class and group activities.	**3.1**

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the Novel relying on E. M. Forster's *Aspects of the Novel*	2
2	Daniel Defoe's *Robinson Crusoe* -Introduction to the author, 18th-*Century* society -Novel structure, plot analysis, major themes, character development, narrator, oriental background, style, technique etc.	30
3	Final Exam	2
Total		32

D. Teaching and Assessment
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	Display a working knowledge of the novel as a literary genre.	1. Lectures 2. Class discussion 3. Close reading and text analysis 4. Collaborative learning/Team work	1. Class participation 2. Quizzes 3. Presentation 4. Midterms/Essay questions 5. Research papers 6. Final written exam
1.2	Identify and describe distinct literary characteristics of the novel.		
2.0	**Skills**		
2.1	Analyze novels for their structure and meaning, using correct terminology.	1. Lectures 2. Class discussions	1. Class participation 2. Presentations 3. Research papers 4. Midterms and exams 5. Group assignments
2.2	Relate literary experience to personal experience.		
3.0	**Competence**		
3.1	Effectively communicate ideas related to the novel during class and group activities.	• Checking attendance regularly • Team/pair work assignments • Blackboard Forums Blackboard H.W.	• Attendance sheets • Blackboard Emails
3.2	Employ the latest IT for better communication of their knowledge of the course.		
3.3	Demonstrate commitment of ethics and class punctuality		
3.4	Demonstrate class discussions individually or in groups, in written assignments or in presentation.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Term Test	Mid-Term	20
2	Assignments, Participation and Quiz	All along	10
3	Presentations and/or Papers	At the end	10
4	Final		60
5	Total		100

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

2hours per a week

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Daniel Defoe's *Robinson Crusoe*. Oxford UP. Latest edition. E. M. Forster, ***Aspects of the Novel.*** Essential References Critical Books on and References to *Joseph Andrews*: Articles on *Robinson Crusoe*
Essential References Materials	Recommended Books and Reference Material (Journals, Reports, etc) *The Norton Anthology of English Literature*. Fifth Edition. Vol 2. New York: Norton & Company, 1999. Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford: Oxford University Press,2004. The English Novel. Terry Eagleton. Oxford: Blackwell Publishing, 2005. McKeon, Michael, ed. *Theory of the Novel: A Historical Approach*. The John Hopkins University Press, 2000. Levine, George. *The Realistic Imagination: English Fiction from Frankenstein to Lady Chatterley*. University of Chicago Press, 1981. Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. California: University of California Press, 1977. Gombrich, E. H. *Art and Illusion: A Study in the Psychology of Pictorial Representation*. 2nd ed. Bollingen Series XXXV. New

	York: Pantheon, 1961. [An essential book for anyone interested in realism in literature and the arts at large] Realism in Our Time. Lukacs, Georg. Trans. John Mander and Necke Mander. New York: Harper, 1971. Narrating Reality: Austen, Scott, Eliot. Shaw, Harry E. Ithaca: Cornell UP, 1999. On Realism. Stern, J. P. London: Routledge & Kegan Paul, 1973. The Romantic Impulse in Victorian Fiction. Donald D. Stone, (1980) A Research Guide for Undergraduates in Enqlish & American Literature. MLA Handbook 2006 (as reference guide on how to write a research paper
Electronic Materials	**Resources on the Web:** Literary Encyclopedia: Henry Fielding www.litencyc.com/php/speople.php?rec=true&UID=1525 Henry Fielding, the Bartley Collection: **Daniel Defore** Collection at Bartleby.com www.bartleby.com/people/**Defoe**H.html **Daniel Defoe**: External Web **sites** -- Britannica Online Encyclopedia: www.britannica.com/EBchecked/topic/206345/ **Daniel-Defoe** /206345**websites**/External-Web-**sites** Henry Fielding page at the University of Toronto: www.library.utoronto.ca/utel/authors/**defoe**h.html Internet Public Library, Eighteenth-century literature - study resources *www.mantex.co.uk/ou/a811/a811-00.htm* English Literature on the Web: www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html *Daniel Defoe* Official Sites: www.imdb.com/title/tt0076234/official**sites** LITIR Database on Victorian Studies (Bibliography of current and forthcoming books and articles on the period. Maintained by Brahma Chaudhuri, University of Alberta.) Web-Cite (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre) www. Questia.com Purdue On-Line Writing Lab — http://owl.english.purdue.edu/oldindex.html
Other Learning Materials	Other learning material such as computer-based programs/CD, professional standards/regulations -Signed Student Code of honor should be explained during student orientation to university to protect against plagiarism. Signing such a form is a must. Students should also be informed of the turn-it-in.com software, a program to detect plagiarism.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	-Large enough classrooms and labs -Enrolment in each class shouldn't exceed 30.
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptops, overhead projectors, computer labs, MS Office programs, academic software.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	-Dictionaries, concordances, English- skills software, Linguistic and language atlases, original copies of MS Office programs

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom • Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

Course Specifications

Course Title:	**Psycholinguistics**
Course Code:	**42091317**
Program:	**B. A. in English Language and Literature**
Department:	**English**
College:	**College of Sciences & Arts- Qilwah**
Institution:	**AL-BAHA UNIVERSITY**

Table of Contents

A. Course Identification

1. Credit hours:	
2. Course type	
a. University ☐ College ☐ Department √ Others ☐	
b. Required √ Elective ☐	
3. Level/year at which this course is offered: 5	
4. Pre-requisites for this course (if any)**:** **Applied Linguistics**	
5. Co-requisites for this course (if any)**:** **None**	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	24	80 %
2	**Blended**	4	10 %
3	**E-learning**	4	10 %
4	**Correspondence**	-	-
5	**Other**	--	-

7. Actual Learning Hours (based on academic semester)

No	Activity		Learning Hours
Contact Hour	**32**		
1	**Lecture**	Practical classroom tuition	24
2	**Laboratory/Studio**	None	None
3	**Tutorial**	Presentations and tests	2
4	**Others** (specify)		
	Total		
Other Learning Hours*			
1	**Study**	Self-autonomous learning	2
2	**Assignments**	Research basics and practical writing	2
3	**Library**		
4	**Projects/Research Essays/Theses**		
5	**Others** (specify)	Tests and quizzes	2
	Total		32

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description
This course aims at introducing the students to psycholinguistics its history, sub-disciplines, scope with focus on comprehension, production, acquisition and representation of language.

2. Course Main Objective
1. Summary of the main learning outcomes for students enrolled in the course. • know the definition of the term Psycholinguistics • understand how the concept "psycholinguistics" emerged, • discuss the different disciplines that shaped this filed, • identify the basic areas of the brain involved in language • develop knowledge on how language is processed in terms of: comprehension, production and acquisition. • identify the psychological and neurological factors that enable humans to acquire, understand and produce language • Identify the psychological processes of forming (generating) and recognizing: words, sentence, discourse of language. 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. Increased use of IT or web-based reference material 2. Use Web-CT for uploading material 3. Consistently change the reading list which may include refereed authentic articles electronically published 4. Use www.wiki.com and http://en.wikipedia.org as reference sources which students may resort to for further explanation on language acquisition topics

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	Recognize the basic tenets of psycholinguistics: history and methods.	**1.2**
1.2	Demonstrate knowledge of the neurological bases of language production and perception.	**1.2**
1.3	Describe language processing disorders: dyslexia and aphasias.	**1.2**
2	**Skills:**	
2.1	Identify the psychological and neurological factors that enable humans to acquire, understand and produce language.	**2.2**
2.2	Explain the central elements of language production and perception.	**2.2**
2.3	Explain the process of language acquisition in children and adults.	**2.2**
2.4	Discuss the processes of speech production and perception in the brain.	**2.2**
3	**Competence:**	

	CLOs	Aligned PLOs
3.1	Demonstrate commitment to ethical class discussion and class punctuality.	**3.1**
3.2	Use the conceptual knowledge of psycholinguistics study successfully in class discussions individually/in group, in written assignments and in presentation.	**3.2**
3.3	Employ the latest IT for better communication of their knowledge of psycholinguistics.	**3.3**

C. Course Content

No	List of Topics	Contact Hours
1	Introduction of branches of Linguistics	2
2	- Definitions of the term Psycholinguistics History and Scope of the field	4
3	- Disciplines shaping the field psycholinguistics	4
4	The biological basis of language: - Language and the brain. - General brain structure and function	4
5	Language Comprehension: - Speech perception: some fundamentals of perception - Spoken word recognition/ printed word recognition/ the mental lexicon - Comprehension of sentences and discourse Properties of spoken language production	4
.6...	Mid-term Test	2
7	Language Comprehension: - Speech perception: some fundamentals of perception - Spoken word recognition/ printed word recognition/ the mental lexicon - Comprehension of sentences and discourse Properties of spoken language production	4
8	Biological Bases of Language: - First language acquisition - Second language acquisition	4
9	Neurolinguistics	4
10	Final Exam	2
Total		32

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	Recognize the basic tenets of psycholinguistics: history and methods.	1. Lectures 2. Class discussion 3. Collecting data 4. Small group discussions.	1. Class participation 2. Quizzes 3. Midterms/Objective and Essay questions 4. A short research paper 5. Final written exam
1.2	Demonstrate knowledge of the neurological bases of language production and perception.		
1.3	Describe language processing disorders: dyslexia and aphasias		
2.0	**Skills**		
2.1	Identify the psychological and neurological factors that enable humans to acquire, understand and produce language.	1. Lectures/teaching students how to understand, appreciate and integrate various concepts in language acquisition 2. Class discussions 3. Pair work	1. Class participation 2. Mini project submission 3. Research papers 4. Midterms and final examination 5. Pop quizzes
2.2	Explain the central elements of language production and perception.		
2.3	Explain the process of language acquisition in children and adults.		
2.4	Discuss of the processes of speech production and perception in the brain.		
3.0	**Competence**		
3.1	Demonstrate commitment to ethical class discussion and class punctuality.	• Checking attendance • Team/pair work • Assignments Blackboard activities.	• Attendance sheets • Blackboard • Emails
3.2	Use the conceptual knowledge of psycholinguistics study successfully in class discussions individually/in group, in written assignments and in presentation.		
3.3	Employ the latest IT for better communication of their knowledge of psycholinguistics.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	All along	5%
2	Assignment/presentation	All along	5%
3	attendance and participation	All along	10%
2	Mid-term	Week 8	20%
3	Final exam	Week 16	60%
4	Total		100 %

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

2 hours per course per week

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	1- Field, John (2003) *Psycholinguistics*, London and New York: Routledge. 2- Fernandez, Eva and Cairns, Helen. (2010). *Fundamentals of Psycholinguistics*. Wiley- Blackwell 3- Steinberg, D.D, Sciarini, N.V. (2006). *An introduction to psycholinguistics*. Pearson Education
Essential References Materials	1 Harley, Trevor (2001) *The Psychology of Language: From Data to Theory*, Hove and New York: Psychology Press Ltd. Steinberg, Danny, Hiroshi Nagata and David Aline (2001, 2nd ed.) *Psycholinguistics: Language, Mind and World*, Harlow: Longman
Electronic Materials	**http://cogling.wikia.com/wiki/Psycholinguistics** **https://en.wikiversity.org/wiki/Psycholinguistics/Theories_and_Models_of_Language_Acquisition**
Other Learning Materials	Signed Student Code of honour explained during student orientation to university to protect against plagiarism Subscribe to http://www.turn-it-in.com to detect plagiarism

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be large enough to accommodate 50 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show to facilitate going over student papers in class

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	