Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION
Course Specification

For Guidance on the completion of this template, please refer to of Handbook 2

Internal Quality Assurance Arrangements

<table>
<thead>
<tr>
<th>Institution</th>
<th>King Saud University</th>
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</thead>
<tbody>
<tr>
<td>College/Department</td>
<td>English Department</td>
</tr>
</tbody>
</table>

A Course Identification and General Information

1. Course title and code: Eng 324 Applied Linguistics

2. Credit hours: 3 hours

3. Program(s) in which the course is offered.
   (If general elective available in many programs indicate this rather than list programs)
   BA in English

4. Name of faculty member responsible for the course
   Prof. Moheiddin A. Homeidi

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

6. Pre-requisites for this course (if any)
   None

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

8. Location if not on main campus
   Main campus
B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
2. Introduce students to the various applications of linguistic theories, methods, and findings to the field of second and foreign language learning and teaching.
3. Introduce students to the most technical terms in the field of applied linguistics.
4. Expand students understanding and awareness of the classroom interaction between students and teachers.
5. Introduce students to a range of theoretical and critical approaches in relation to the study of applied linguistics.
6. Teach students how to write research papers in the field of applied linguistics.

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg 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 list of readings.
4. Use of [www.wiki.com](http://www.wiki.com) and [www.moodle.com](http://www.moodle.com) for more information.
5. Include e-books such as those from Gutenberg

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

1 Topics to be Covered

<table>
<thead>
<tr>
<th>Topic</th>
<th>No of Weeks</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the field of applied linguistics. Introducing the course book: “An Introduction to Applied Linguistics” by Roger T. Bell, Basford Academic and Educational Ltd. Introducing main ideas such as: Syllabus Design: the key issues. What is language? How do people learn languages How can we help</td>
<td>Week 1 -2</td>
<td>6 hours</td>
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</table>
### Designing Training Programmes

<table>
<thead>
<tr>
<th>Week 3-6</th>
<th>12 hours</th>
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<tbody>
<tr>
<td>On the process in general</td>
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<tr>
<td>Ten steps in the design of teaching programmes</td>
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<tr>
<td>Conclusion</td>
<td></td>
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<tr>
<td>Three types of language syllabus:</td>
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<tr>
<td>The grammatical syllabus</td>
<td></td>
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<tr>
<td>The situational syllabus</td>
<td></td>
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<tr>
<td>The notional syllabus</td>
<td></td>
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<tr>
<td>Summary</td>
<td></td>
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<tr>
<td>The problem of grading</td>
<td></td>
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<tr>
<td>The organization of the syllabus</td>
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<tr>
<td>Conclusion</td>
<td></td>
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</table>

### Formalism in linguistics and its influence on language teaching

<table>
<thead>
<tr>
<th>Week 7-9</th>
<th>9 hours</th>
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<tbody>
<tr>
<td>Structuralist linguistics</td>
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<tr>
<td>Transformational-generative linguistics</td>
<td></td>
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<tr>
<td>Conclusion</td>
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<tr>
<td>Functionalism in linguistics and its linguistic influence on language teaching</td>
<td></td>
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<tr>
<td>Functionalism</td>
<td></td>
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<tr>
<td>Linguistic input</td>
<td></td>
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<tr>
<td>Philosophical inputs</td>
<td></td>
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</tbody>
</table>

### Beyond the sentence: implications for linguistics and language teaching

<table>
<thead>
<tr>
<th>Week 10-12</th>
<th>9 hours</th>
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<tbody>
<tr>
<td>Code, text, and discourse</td>
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<tr>
<td>Dialogues and written texts</td>
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<tr>
<td>Situational language teaching</td>
<td></td>
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<tr>
<td>Notional syllabuses</td>
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</tbody>
</table>

### Contrastive analysis and error analysis

<table>
<thead>
<tr>
<th>Week 13-15</th>
<th>6 hours</th>
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</thead>
<tbody>
<tr>
<td>Error analysis</td>
<td></td>
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<tr>
<td>Attitudes to error</td>
<td></td>
</tr>
<tr>
<td>Contrastive linguistics</td>
<td></td>
</tr>
</tbody>
</table>

### Language testing

<table>
<thead>
<tr>
<th>Week 16-18</th>
<th>9 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and testing</td>
<td></td>
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<tr>
<td>Types of test</td>
<td></td>
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<tr>
<td>Three essential characteristics of a test</td>
<td></td>
</tr>
<tr>
<td>Some examples of language tests</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Course components (total contact hours per semester):

| Lecture: 54 hours | Tutorial: 52 hours | Practical/Fieldwork | Other: 2 exams |
3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)

3 hours per week

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

**a. Knowledge**

(i) Description of the knowledge to be acquired

1. Improve students’ reading and analytical skills by encouraging a close reading and understanding of the main tenants of the information given.
2. Introduce students to the intellectual and social issues relevant to an understanding of applied linguistics.
3. Expand students understanding of the characteristics of applied linguistics as a linguistic genre.
4. Introduce students to a range of theoretical and critical approaches in relation to the study of applied linguistics.
5. Teach students how to practice all what they have done in a practical way when they graduate

(ii) Teaching strategies to be used to develop that knowledge

1. Lectures
2. Class discussion
3. Close reading and text analysis
4. Collaborative learning/Team work
(iii) Methods of assessment of knowledge acquired

1. Class participation
2. Quizzes
3. Class presentations based on the parts which are covered from the course book.
4. Midterms/Essay questions
5. Research papers
6. Final written exam

b. Cognitive Skills

(i) Cognitive skills to be developed

1. Ability to think critically and analytically
2. Ability to use standard and academic English
3. Ability to make sound judgements after reading some information.
4. Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument

(ii) Teaching strategies to be used to develop these cognitive skills

1. Lectures/teaching students how to read attentively and critically
2. Class discussions/teaching students to think independently and engage in group discussions
3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor

(iii) Methods of assessment of students cognitive skills

1. Class participation
2. Presentations
3. Research papers
4. Midterms and exams
5. Group assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1. Students can complete both reading and writing assignments in due time
2. Students can participate in class discussion and think critically
| 3. Students can act responsibly and ethically in carrying out individual as well as group projects |
| 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team |

(ii) Teaching strategies to be used to develop these skills and abilities
1. Lectures in which students are made aware of the significance of time management
2. Discussions with students on ethical behaviour in conducting research
3. Individual counselling on research projects and writing difficulties
4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Active class participation reflects the students ability to keep up with the reading schedule
2. Research papers will attest to the student’s ability to fulfil assignments and respect deadlines
3. Performance on midterms and final exams are evidence of the student’s ability to recollect and synthesize information
4. Instructor’s assessment of student’s performance and seriousness during individual supervision hours

| d. Communication, Information Technology and Numerical Skills |

(i) Description of the skills to be developed in this domain.
1. Use of electronic journals and data basis
2. Web CT
3. Use of PowerPoint and laptop – projector systems
4. Introduction to blogging
5. Experience wiki / moodle to develop collaborative writing skills

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of material on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based material
3. Demand the use of PowerPoint when giving presentations
4. Demonstrate and give blogging and wiki / moodle assignments and coach students in how to carry them out
(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations.
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on

**e. Psychomotor Skills (if applicable)**

(i) Description of the psychomotor skills to be developed and the level of performance required

Not Applicable

(ii) Teaching strategies to be used to develop these skills

Not Applicable

(iii) Methods of assessment of students psychomotor skills

Not Applicable

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**5. Schedule of Assessment Tasks for Students During the Semester**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment task (eg. essay, test, group project, examination etc.)</th>
<th>Week due</th>
<th>Proportion of Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; midterm</td>
<td>Middle of term</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>Participation</td>
<td>All along</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>Quizzes</td>
<td>All along</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>Presentations and/or papers</td>
<td>At the end</td>
<td>5%</td>
</tr>
<tr>
<td>5</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; midterm</td>
<td>Week 13</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>Final</td>
<td>Week 14</td>
<td>50%</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Student Support

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

E. Learning Resources

1. Required Text(s)

An Introduction to Applied Linguistics” by Roger T. Bell, Basford Academic and Educational Ltd. Other texts may be adopted if there are more than one group.

2. Essential References

Every chapter of the book ends with a list of suggested reading

3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

So many books on the topic of applied linguistics:
Tesol

4. Electronic Materials, Web Sites etc

Resources on the Web:

- Chaudhuri, University of Alberta.
- Web-Cite www. Questia.com
- Purdue On-Line Writing Lab – http://owl.english.purdue.edu/oldindex.html

5. Other learning material such as computer-based programs/CD, professional standards/regulations

Signed Student Code of honour explained during student orientation to university to protect against plagiarism

The use of Turn-it-in.com software program to detect plagiarism

F. Facilities Required
Indicate requirements for the course including size of classrooms and laboratories (i.e., number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)
   Lecture rooms should be large enough to accommodate 50 students

2. Computing resources
   Laptop computer - projector system

3. Other resources (specify -- e.g., If specific laboratory equipment is required, list requirements or attach list)
   Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
   1. Midterm evaluation feedback form to increase instructor’s awareness of the weak and strong points of the class
   2. End of term college evaluation of course by students (to be collected by the department)
   3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
   4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others’ students on specific points outlined by the department and the instructor being evaluated

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
   1. Peer evaluation to assess ability of faculty members to work with their colleagues
   2. Cass observations by supervisors

3 Processes for Improvement of Teaching
   1. Training sessions
   2. Workshops to facilitate the exchange of experiences amongst faculty members
   3. Regular meetings where problems are discussed and solutions given
   4. Discussion of challenges in the classroom with colleagues and supervisors
   5. Encouragement of faculty members to attend professional development conferences
   6. Keep up to date with pedagogical theory and practice
   7. Set goals for achieving excellence in teaching at the beginning of each new
1. Check marking of a sample of examination papers either by a resident or a visiting faculty member
2. Arrange with another institution to have two common test items included on an exam and compare marks given
3. Students who believe they are under graded can have their papers checked by a second reader

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
   1. Compare syllabi and course description with other universities (including those on the net)
   2. Biannual meetings of faculty members to discuss improvement
   3. Have a curriculum review committee to review the curriculum periodically and suggest improvements