

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	
2. University Department/Centre	
3. Course title/code	
4. Modes of Attendance offered	
5. Semester/Year	
6. Number of hours tuition (total)	
7. Date of production/revision of this specification	
8. Aims of the Course	

9. Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Cognitive goals .

A1.

A2.

A3.

A4.

A5.

A6 .

B. The skills goals special to the course.

B1.

B2.

B3.

Teaching and Learning Methods

Assessment methods

C. Affective and value goals

C1.

C2.

C3.

C4.

Teaching and Learning Methods

Assessment methods

D. General and rehabilitative transferred skills(other skills relevant to employability and personal development)

D1.
D2.
D3.
D4.

10. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3		Introduction to the scientific study of language, defining a linguist	Lecture	Test
2	3		Linguistics vs. traditional grammar, prescriptive vs. descriptive approach to language The scope of linguistics	Lecture	Test
3	3		The basic 'design features: Human's language is distinguished from animal communication systems (sound signals, arbitrariness, need for learning,)	Lecture	Test
4	3		The basic 'design features: Human's language is distinguished from animal communication systems (duality, displacement, creativity)	Lecture	Test
5	3		Review	Lecture	Test
6	3			Lecture	Test
7	3		19 th century- Historical linguistics: The historical development and the starting points of the study of language	Lecture	Test
8	3		20 th – 21 st century - Historical linguistics: Descriptive linguistics, Generative linguistics, transformational grammar.	Lecture	Test

9	3		Language as a game	Lecture	Test
10	3		Where to begin studying linguistics	Lecture	Test
11	3		Review	Lecture	Test
12	3			Lecture	Test
13	3		The study of sound patterns: Theory of phoneme, allophones	Lecture	Test
14	3		The study of sound patterns: Phonotactics, non-segmental phonemes, metrical phonology	Lecture	Test
15	3		Definition of a 'word', types of lexical items, word identification, theory of morpheme	Lecture	Test
			Recognition of morphemes, types of		
16	3		Morphemes, allomorphs, word classes	Lecture	Test
7	3		Review	Lecture	Test
18	3			Lecture	Test
19	3		The possible patterning and combination of words within phrases and sentences	Lecture	Test
20	3		The basic methods to analyzing and identifying constituents	Lecture	Test
21	3		Defining semantics: The basics of word and sentential meaning	Lecture	Test
22	3		the study of the internal relationships and overlaps among lexical items	Lecture	Test
23	3		Review	Lecture	Test
			امتحان الفصل الثاني		
			الامتحانات النهائية		

11. Infrastructure

1. Books Required reading:

Teach Yourself Linguistics

2. Main references (sources)	Quirk, R. and Sidney Greenbaum.1973. A University Grammar of English. London: Longman. Chapters 7, 11 and 12
A- Recommended books and references (scientific journals, reports...).	Leech, G., M. Deuchar and R. Hoogenraad.1982. English Grammar for Today. London: MacMillan. Graver, B.D. 1971. Advanced English Practice. London. OUP. Quirk, R., S. Greenbaum, J. Leech and J. Svartvik. 1985. A Comprehensive Grammar of the English Language. London: Longman.
A- Recommended books and references (scientific journals, reports...).	The Grammar of English Grammars, by Coul Brown (Online)

12. The development of the curriculum plan

Relying on a systematic book to be a supplement to the currently scheduled book, to be more modern.

- Periodic modification of the course vocabulary through a course report questionnaire distributed to students and analysis its results
- Periodic evaluation of course description through various feedback

Exchanging experiences with professors who teach the same course in other colleges and universities

