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| **Approval date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty** |
| **Credit hours** | **Department** |
| **Bachelor** | **Course Syllabus** | **Academic year 2022/2023** |

**Course information**

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| --- | --- | --- | --- | --- |
| **Prerequisite** | | **Course title** | | **Course#** |
| **120221** | | **Linguistics** | | **120220** |
| **Room #** | **Class time** | | **Course type** | |
| **408** | **9:45- 11: 15** | | University Requirement  Faculty Requirement  Major Requirement  Elective  Compulsory | |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail Address** | **Office Hours** | **Office Number** | **Rank** | **Name** |
| hamaireh@philadelphia.edu.jo | Sundays, Tuesdays, Monday, Wednesday: 11:10-12:00 | **406** | **Assistant Professor** | **Dr. Hanan Ali Amaireh** |

**Course Delivery Method**

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| --- | --- | --- | --- |
| **Course Delivery Method** | | | |
| **Physical  Online  Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage** |
| **100%** |  |  |

**Course Description**

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| This course aims at acquainting students with linguistics as the science of language study, its aims , aspects and relations to other social sciences and fields. It also aims at acquainting the students with the nature of  human language and its characteristics, components and functions. Special emphasis will be laid on the components of English, besides other languages when found appropriate. Additionally they will be exposed to some grammar, phonetics, phonology, morphology, syntax, semantics. pragmatics and language acquisition, because this course is a pre-requisite  for all language courses. |

**Course Learning Outcomes**

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| **Corresponding Program outcomes** | **Outcomes** | **Number** |
| **Knowledge** | | |
|  | Explain how Linguistics is related to our real life | **K1** |
|  | Understand that each language is unique and appreciate the linguistic varieties | **K2** |
|  | Increase students’ ability to work in groups / team | **K3** |
| **Skills** | | |
|  | Introduce the properties of human language | **S1** |
|  | Introduce the branches of Modern Linguistics (mainly the theoretical ones: Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics) | **S2** |
|  | Explain the importance of studying Linguistics and linguistic knowledge | **S3** |
| **Competencies** | | |
|  | ***Be able to use language more effectively*** | **C1** |

**Learning Resources**

|  |  |
| --- | --- |
| Fromkin, V., Rodman, R., & Hyams, N. (2013). *An introduction to language*. Cengage Learning.  Yule, G. (2010) . The study of the language. Cambridge University Press Northstar Reading and Writing 2 W/Myenglishlab Online Workbook and Resources  Introduction to English Linguisticsutb basic  English Morphology for the Language Teaching Profession | Course textbook |
| 1. Carr, Philip. English Phonetics and Phonology: An Introduction. Blackwell, 1999. 2. Chomsky, Noam. Aspects of the Theory of Syntax. Cambridge, MA: MIT Press, 1965. 3. Davenport, Mike and S. J. Hannahs. Introducing Phonetics and Phonology. Arnold, 1998. 4. Haegeman, Liliane. Introduction to Government and Binding Theory. Oxford, England: Basil Blackwell, 1991. 5. Pinker, Steven. The Language Instinct. New York : William Morrow and Co., Inc, 1994. 6. Roca, I. and W. Johnson. A Course in Phonology. Oxford: Blackwell, 1999. 7. Saeed, John.. Semantics. Oxford: Blackwell Publishers, 1997. 8. Victoria Fromkin & Robert Rodman (1992), An Introduction to Language (6th Edition) | Supporting References |
| * [http://www.linguistlist.org](https://www.linguistlist.org/) * Archived Mailing Lists: <http://listserv.linguistlist.org/mls/html/>   A Guide for Linguistic Fieldwork<http://www.chass.utoronto.ca/lingfieldwork/>  Language Log<http://languagelog.ldc.upenn.edu/nll/>  Do You Speak American?<http://www.pbs.org/speak/> | Supporting websites |
| **Classroom**  **laboratory Learning platform Other** | Teaching Environment |

**Meetings and subjects timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material** | **Tasks** | **Learning Methods** | **Topic** | **Week** |
| **textbook** |  | **lecture** | Introduction | **1** |
| **Audios and videos** |  | **Language Lab** | English Phonetics | **2** |
| **Audios and videos** |  | **Language Lab** | English Phonetics | **3** |
| **Audios and videos** |  | **Language Lab** | English Phonetics | **4** |
| **Audios and videos** |  | **Language Lab** | English Phonology | **5** |
| **Audios and videos** |  | **Language Lab** | English Phonology | **6** |
| **Audios and videos** |  | **Language Lab** | English Phonology | **7** |
|  | **Matching roots with suffixes and prefixes** | **Game on Affixes** | English Morphology | **8** |
|  | **Matching roots with suffixes and prefixes** | **Game on Affixes** | English Morphology | **9** |
| [(21) (PDF) Chapter 7 SYNTAX (researchgate.net)](https://www.researchgate.net/publication/337398275_Chapter_7_SYNTAX) | * Choose a student from each team; choose students that are at a similar level to make the game more fair. Show the students the incorrect sentence to rewrite. The first student to correctly write the sentence earns a point for his or her team. Go through this process until each student has had an opportunity to participate. | **Collaborative learning** | English Syntax | **10** |
| [(21) (PDF) Chapter 7 SYNTAX (researchgate.net)](https://www.researchgate.net/publication/337398275_Chapter_7_SYNTAX) |  | **Collaborative learning** | English Syntax | **11** |
| [(21) (PDF) Chapter 7 SYNTAX (researchgate.net)](https://www.researchgate.net/publication/337398275_Chapter_7_SYNTAX) |  | **Collaborative learning** | English Syntax | **12** |
| [(21) (PDF) Semantics (researchgate.net)](https://www.researchgate.net/publication/332511366_Semantics) | **Concept opposites** | **Game-based** | English Semantics | **13** |
| [Overview-revised.pdf (linguisticsociety.org)](https://www.linguisticsociety.org/sites/default/files/e-learning/Overview-revised.pdf) | compare students’ native language (L1) and culture with the target language and culture help raise students’ pragmatic awareness of cultural norms. | class discussions | English Pragmatics | **14** |
| [Discourse Analysis—What Speakers Do in Conversation | Linguistic Society of America](https://www.linguisticsociety.org/resource/discourse-analysis-what-speakers-do-conversation#:~:text=Discourse%20analysis%20is%20sometimes%20defined,language%20%27beyond%20the%20sentence%27.&text=Discourse%20analysts%20study%20larger%20chunks,the%20meaning%20of%20the%20sentence.) |  | **Role-play and recording** | Discourse Analysis | **15** |
|  |  |  | **Final Exam** | **16** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| Using Technology |
| Using the Moodle, YouTube, Different websites |
| Communication skills |
| Presentations about different topics and having discussions about varied subjects |
| Application of concepts learnt |
| Using new concepts in discussions and writing essays |

**Assessment Methods and Grade Distribution**

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| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  | **8** | **30 %** | **Mid Term Exam** |
|  | **2-15** | **30 %** | **Various Assessments \*** |
|  | **16** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| **Quiz** | lecture | Explain how Linguistics is related to our real life | **K1** |
| **project** | Problem-solving | Understand that each language is unique and appreciate the linguistic varieties | **K2** |
| **observation** |  | Increase students’ ability to work in groups / teams | **K3** |
| **Skills** | | | |
| **assignment** | lecture | Introduce the properties of human language | **S1** |
| **exam** | Mind mapping | Introduce the branches of Modern Linguistics (mainly the theoretical ones: Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics) | **S2** |
| reports | flipped Class | Explain the importance of studying Linguistics and linguistic knowledge | **S3** |
| **Competencies** | | | |
| **presentation** |  | ***Be able to use language more effectively*** | **C1** |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

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| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be Assessed in this Course**

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| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
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**Description of Program Learning Outcome Assessment Method**

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| **Detailed Description of Assessment** | **Number** |
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**Assessment Rubric of the Program Learning Outcome**

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