

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

**LANE-334-SYNTAX
SECOND SEMESTER, 2016**

Course Specifications

Institution: University of Jeddah	Date of Report: 01-02-2016
College/Department: Faculty of Science and Arts (Khulais), Department of English and Translation	

A. Course Identification and General Information

1. Course title and code: SYNTAX, LANE -334		
2. Credit hours: 3		
3. Program(s) in which the course is offered: English Language and Translation (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course: Dr Mohammad Afzal ur Rahman		
5. Level/year at which this course is offered: Three		
6. Pre-requisites for this course (if any):		
7. Co-requisites for this course (if any)		
8. Location if not on main campus: Khulais		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="100"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/> What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/> What percentage?	<input type="text"/>
Comments:		
This is a theoretical course which focuses on structural and conceptual semantics.		

B Objectives

<p>1. What is the main purpose for this course?</p> <p>To introduce students to the theories of sentence structure and techniques of sentence analysis.</p>
<p>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)</p> <p>One way of improving the performance of students in this course is by engaging them in practice-oriented performance tasks.</p>

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		
List of Topics	No. of Weeks	Contact Hours
Introduction to syntax	1	3
Constituency and constituent structure	2	6
Grammatical functions within the sentence	2	6
Syntactic processes	2	6
Non-finite clauses: subordinate clauses with and without lexical subjects	2	6
Syntactic raising	2	6
Syntactic control	2	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39					39
Credit	3					

3. Additional private study/learning hours expected for students per week.	3
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Upon the completion of the course, students should be able to define the technical terms required to describe sentence structure and syntactic theories.	Teaching input, Oral presentations, class room work,	Oral presentations, homework, tests
1.2	They should be able to articulate the core concepts in sentence structure and steps in syntactic analysis	Teaching input, Oral presentations, class room work,	Oral presentations, homework, tests
2.0	Cognitive Skills		
2.1	Assess and evaluation various syntactic theories and methods of sentence analysis.	Teaching input, Oral presentations, class room work,	Oral presentations, homework, tests
2.2	Critically analyze the syntactic makeup of a text	Teaching input, Oral presentations, class room work,	Oral presentations, homework, tests
3.0	Interpersonal Skills & Responsibility		
3.1	Understand and take part in discussions and debates on syntactic theories.	Teaching input, Oral presentations, class room work,	Oral presentations, homework, tests
3.2	Demonstrate competence in English syntax through oral presentations and writing tasks.	Teaching input, Oral presentations, class room work,	Oral presentations, homework, tests
4.0	Communication, Information Technology, Numerical		
4.1	Be able to interpret and communicate linguistic knowledge about sentence formation.	Teaching input, Oral presentations, class room work,	Oral presentations, homework, tests
4.2	Be able to assess how syntactic methods of analysis can be of use in the determination of the rhetorical power of a text.	Teaching input, Oral presentations, class room work,	Oral presentations, homework, tests
5.0	Psychomotor		
5.1	Be able to perform syntactic analysis of the different types of sentences.	Teaching input, Oral presentations, class room work,	Oral presentations, homework, tests
5.2	Be able to manipulate syntactic knowledge in the understanding of communication	Teaching input, Oral presentations, class room work,	Oral presentations, homework, tests

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
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Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Test 1	5	15
2	Mid-term test	10	20
3	Test 2	15	15
4	In-class quizzes	----	5
3	Homework/assignments/portfolio	----	5
5	Participation	----	5
6	Attendance	----	5
7	Final examination	16	30
8			

D. Student Academic Counseling and Support

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

Office Hours are displayed on the office door, besides students are usually encouraged to pop in at any time for questions.

E. Learning Resources

1. List Required Textbooks

Wekker, Herman and Liliane Haegeman. *A Modern Course in English Syntax*. London: Routledge, 1996.

2. List Essential References Materials (Journals, Reports, etc.)

Andrew Carnie. *Constituent Structure*. Oxford: OUP, 2010.
Noel-Burton Roberts. *Analysing Sentences*. London: Routledge, 2011.

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

Andrew Radford. *An Introduction to English Sentence Structure*. New York: CUP, 2009.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

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

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 (Classrooms, laboratories, demonstration rooms/labs, etc.)

The course requires suitable classroom equipped with a Smart Board and electronic projector. These facilities are provided by the university.

2. Computing resources (AV, data show, Smart Board, software, etc.)

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Students are encouraged to take part in the learning process itself by expressing opinions and suggestions to improve the course.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor At the end of the course students are given a course evaluation form which includes some elements on the teaching strategies employed.
3 Processes for Improvement of Teaching Using up-to-date materials as well as encouraging students to reflect their views on the overall learning process.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

The course is continually updated through the consultation of online journals and publications in the field of scholarship.

Faculty or Teaching Staff: Dr. M. Afzal ur Rahman

Signature: _____

Date Report Completed: 01-02-2016

Received by: _____

Dean/Department Head

Signature: _____

Date: _____