

1	<b>Course title</b>	General Linguistics
2	<b>Course number</b>	2205720
3	<b>Credit hours</b>	3
	<b>Contact hours (theory, practical)</b>	3
4	<b>Prerequisites/co-requisites</b>	
5	<b>Program title</b>	Masters in Language, Culture and Communication
6	<b>Program code</b>	
7	<b>Awarding institution</b>	University of Jordan
8	<b>School</b>	School of Foreign Languages
9	<b>Department</b>	Department of English Language and Literature
10	<b>Level of course</b>	First year
11	<b>Year of study and semester (s)</b>	2023/2024
12	<b>Final Qualification</b>	MA
13	<b>Other department (s) involved in teaching the course</b>	--
14	<b>Language of Instruction</b>	English
15	<b>Teaching methodology</b>	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Online
16	<b>Electronic platform(s)</b>	<input checked="" type="checkbox"/> E-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	<b>Date of production/revision</b>	November 2023

**18 Course Instructor:**

Name:

Office number:

Phone number:

Email:

Office Hours:

### 19 Other instructors:

Name:

Office number:-

Phone number:

Email:

### 20 Course Description:

This course aims at providing a comprehensive study of linguistic theory, providing students with an in-depth exploration of various subfields within the discipline. The course is designed to equip students with advanced analytical tools, theoretical frameworks, and critical thinking skills necessary for engaging with complex linguistic phenomena. Through a combination of lectures, seminars, and practical exercises, students will deepen their understanding of the fundamental principles that underpin language structure, use, and evolution.

### 21 Course aims and outcomes:

#### A- Aims: (PLOs)

1. Develop and implement multilingual communication from global and multicultural perspective in companies and organizations.
2. Expose students to issues and problems that inevitably arise in international business with culturally determined differences across cultural boundaries of language, style and values.
3. Demonstrate knowledge and skills needed to understand the ways in which language is used social context, in politics, and in media, and Compare and critique ideologies as realized by discourse of various institutions and cultures.
4. Demonstrate ability to upgrade professional and academic standing in discourse studies, linguistics, semiotics, and /or intercultural communication.
5. Develop a solid foundation in the discipline area whilst also having the flexibility to pursue specific research interest.
6. Apply theoretical / critical communication perspectives in everyday life.
7. Demonstrate an understanding of the interrelationship between communication and culture.
8. Apply ethical standards for communication behavior.

#### B- Course Learning Outcomes (CLOs):

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Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Recall and list the fundamental principles and theoretical frameworks in linguistics across various subfields.	X	X			X	X								X	X					X
2	Interpret and explain the intricate components of language structures, including phonetics, phonology, morphology, and syntax.			X	X	X	X							X	X	X					X
3	Apply analytical tools to deconstruct and analyze linguistic structures, utilizing advanced methods to identify components in diverse languages.		X			X	X							X							
4	Analyze and evaluate empirical research in linguistics, critically assessing methodologies, findings, and their implications for the field.	X				X	X		X					X			X	X			X
5	Apply linguistic theories to real-world contexts by integrating theoretical knowledge into practical applications, demonstrating creativity in problem-solving within linguistic domains.	X			X	X	X							X	X		X	X			X

22. Topic Outline and Schedule:

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Week	Lecture	Topic	Intended Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	The sounds of language	1,2,3,4,5	In class	In-class tasks	Main textbook
2	2.1	Words and their parts	1,2,3,4,5	In class	In-class tasks	Main textbook
3	3.1	The structure of sentences	1,2,3,4,5	In class	In-class tasks	Main textbook
4	4.1	Meaning	1,2,3,4,5	In class	In-class tasks	Main textbook
5	5.1	Discourse	1,2,3,4,5	In class	In-class tasks	Main textbook
6	6.1	Midterm				
7	7.1	Child language acquisition	1,2,3,4,5	In class	In-class tasks	Main textbook
8	8.1	Language and the brain	1,2,3,4,5	In class	In-class tasks	Main textbook
9	9.1	Language change	1,2,3,4,5	In class	In-class tasks	Main textbook
10	10.1	Dialect variation	1,2,3,4,5	In class	In-class tasks	Main textbook
11	11.1	Language and culture	1,2,3,4,5	In class	In-class tasks	Main textbook
12	12.1	The politics of language	1,2,3,4,5	In class	In-class tasks	Main textbook
13	13.1	Second language acquisition	1,2,3,4,5	In class	In-class tasks	Main textbook
14	14.1	Revision	1,2,3,4,5	In class	In-class tasks	Main textbook
15	15.1	Revision	1,2,3,4,5	In class	Discussion	Main textbook

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- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

### 23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Participation+ Presentation+ Project	30	Term papers and critiques	1-10	1-14	Microsoft Team+ E-Learning
Midterm Exam	30	The sounds of language, Words and their parts, The structure of sentences, Meaning, Discourse	1-10	1-7	On campus
Final Exam	40	Child language acquisition, Language and the brain, Language change, Dialect variation, Language and culture, The politics of language, Second language acquisition	1-10	1-14	On campus

### 24 Course Requirements

**Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.**

### 25 Course Policies:

A- Attendance policies:

B- Absences from exams and submitting assignments on time:

C- Health and safety procedures:

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- D- Honesty policy regarding cheating, plagiarism, misbehavior:
- E- Grading policy:
- F- Available university services that support achievement in the course:

**26 References:**

A- Required book(s), assigned reading and audio-visuals:

Fasold, R., & Connor-Linton, J. (2014). *An introduction to language and linguistics*. Cambridge University Press.

Recommended books, materials, and media:

Georgiou, G. (2020). *An Introduction to Issues in General Linguistics*. Cambridge Scholars Publishing.

**27 Additional information:**

**28. Rubric for correcting term papers:**

Quality	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	<ul style="list-style-type: none"> <li>reveal an in-depth analysis of the documents</li> <li>-make insightful connections between information and ideas in the documents</li> </ul>	<ul style="list-style-type: none"> <li>-convey a thorough understanding of the documents</li> <li>-make clear and explicit connections between information and ideas in the documents and the assigned task</li> </ul>	<ul style="list-style-type: none"> <li>convey a basic understanding of the text</li> <li>-make implicit connections between information and ideas in the text and the assigned task</li> </ul>	<ul style="list-style-type: none"> <li>convey a basic understanding of the documents*</li> <li>-make few or superficial connections and ideas in the documents and the assigned task</li> </ul>	<ul style="list-style-type: none"> <li>convey a vague or inaccurate understanding of the documents</li> <li>-allude to the text but make unclear or unwarranted connections to the assigned task</li> </ul>	<ul style="list-style-type: none"> <li>provide no evidence of understanding</li> <li>-make no connections between information in the text and the assigned task</li> </ul>

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	and the assigned task					
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents	-develop ideas clearly and consistently. Using relevant and specific details from the documents	develop ideas inconsistently, using relevant details from the text	develop ideas simply, using some details from the documents	are largely undeveloped, hinting at ideas that are sketchy, vague, irrelevant, or repetitive	are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain a clear and appropriate focus  -exhibit a logical and coherent structure through effective use of appropriate devices and transitions	-maintain a clear and appropriate focus  -exhibit a logical sequence of ideas through the use of appropriate devices and transitions	maintain a clear and appropriate focus  -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	establish, but fail to maintain, an appropriate focus  -exhibit uneven organization	lack an appropriate focus, but suggest some organization	show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using original and precise language with a notable sense of voice and awareness of audience and purpose  -vary structure and length of sentences for effect	use language that is fluent and engaging, with some awareness of audience and purpose  -show consistent use of sentences that are varied in length and structure	-use appropriate language, with some awareness of audience and purpose  -occasionally vary length and structure of sentences	-rely on language from the documents and basic vocabulary  -rely on sentences that are unvaried in length and structure	use language that is imprecise or unsuitable for the audience or purpose  -rely on sentences that lack variety and may be constructed incorrectly	are minimal  -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions	-demonstrate control of the conventions, with very few minor errors that have no effect on comprehension	demonstrate partial control, exhibiting some sentence-level errors that do not hinder comprehension	demonstrate partial control, exhibiting errors that occasionally hinder comprehension	demonstrate a lack of control, exhibiting many errors that make comprehension difficult	are minimal  -may be illegible or not recognizable as English

<http://www.tnellen.com/westside/rubric.html>

Name of Course Coordinator: Aseel Zibin Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----