1	**Course title**	New Trends in Contrastive Linguistics
2	**Course number**	2201311
3	**Credit hours**	3
	Contact hours (theory, practical)	3
4	**Prerequisites/corequisites**	
5	**Program title**	
6	**Program code**	
7	**Awarding institution**	University of Jordan
8	**School**	School of Foreign Languages
9	**Department**	Department of English Language and Literature
10	**Level of course**	
11	**Year of study and semester (s)**	
12	**Final Qualification**	PhD
13	**Other department (s) involved in teaching the course**	--
14	**Language of Instruction**	English
15	**Teaching methodology**	☐Blended ☐Online
16	**Electronic platform(s)**	☐E-learning ☐Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	**Date of production/revision**	

18 Course Instructor:

Name:
Office number:
Phone number:
Email:
Office Hours:

19 Other instructors:

Name:

Office number:

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

20 Course Description:

This course introduces the PhD students to the contribution of various recent developments in linguistics to contrastive analysis. Moreover, it shows how advances in theory and computer technology are together impacting the field of contrastive linguistics. It focuses, from a broadly functional-cognitive viewpoint, on the close link with typology, stressing the importance of embedding the treatment of grammatical categories in their contexts of use. It shed the light on methodological issues, exploring the enormous potential offered by parallel, computer-accessible corpora to contrastive linguistics and to enhancing the testability, authenticity and empirical adequacy of cross-linguistic studies. It is concerned with contrastive semantics, ranging from individual items to entire grammatical constructions, and shows how meanings are coupled to language-specific cognitive strategies and even to cultural differences in subjective awareness and the fashioning of personal identity.

21 Course aims and outcomes:

A- Aims: (PLOs)

1. Explore the contribution of various recent developments in current linguistics to the contrastive analysis of languages.
2. Give insight into how developments in theory and in the application of computer technology are advancing the field of contrastive linguistics.
3. Show how developments in grammatical theory are helping scholars to provide more sophisticated accounts of the similarities and differences between languages.
4. Introduce the notion of a typological cluster, a development of prototype theory.
5. Focus on methodological issues, exploring the enormous potential offered by parallel, computer-accessible corpora to the further development of contrastive linguistics.
6. Explore various aspects of the contrastive analysis of meaning.

B- Intended Learning Outcomes (ILOs):

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	Be familiar with all related terms and expressions in the field	X	X			X	X						X	X								X
2	Demonstrate awareness of the recent developments in current linguistics to the contrastive analysis of languages		X			X	X					X	X	X								X
3	Relate the developments in theory and in the application		X			X	X						X									

	of computer technology to the field of contrastive linguistics.																		
4	Identify patterns, describe existing similarities or differences, assess their level of difficulty to the second language learner, and find a remedy to overcome such difficulties.	X				X	X					X			X			X	X	X
5	know how to conduct systematic comparison between different data from two or more languages.	X			X	X	X					X	X		X			X	X	X
6																				
7																				
8																				

22. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Introduction	1,2,3,5,6,7	Lecture-discussion; student participation	In-class tasks	Main textbook
	1.2					
	1.3	Grammatical categories in contrast	1,2,3,5,6,7	Lecture-discussion;	In-class tasks	Main textbook

		Ways of impersonalizing: Pronominal vs verbal strategies 3 *Anna Siewierska*		student participation		
2	2.1					
	2.2					
	2.3					
3	3.1	Th contrast between pronoun position in European Portuguese and Castilian Spanish: An application of Functional Grammar	2, 5, 6,8	Lecture-discussion; student participation	In-class tasks	Main textbook
	3.2					
	3.3					
4	4.1	Modals and typology: English and German in contrast	2, 5, 6,8	Lecture-discussion; student participation	In-class tasks	Main textbook
	4.2					
	4.3					
5	5.1	Contrastive linguistics and corpus studies Parallel texts and corpus-based contrastive analysis	5, 6, 7	Lecture-discussion; student participation	In-class tasks	Main textbook
	5.2					
	5.3					
6	6.1	Machine translation and human translation: Using machine translation engines and corpora for	5, 6, 7	Lecture-discussion; student participation	In-class tasks	Main textbook

		teaching and research				
	6.2					
	6.3					
7	7.1	'Basically speaking': A corpus-based analysis of three English adverbs and their formal equivalents in Spanish	5, 6, 7, 8, 9	Lecture-discussion; student participation	In-class tasks	Main textbook
	7.2					
	7.3					
8	8.1	Revision	1-10	Lecture-discussion; student participation	In-class tasks	Main textbook
	8.2	Midterm Exam				
	8.3	Causative *make* and *faire*: A case of mismatch		Lecture-discussion; student participation	In-class tasks	Main textbook
9	9.1	Meaning and cognition from a contrastive perspective Universal human concepts as a basis for contrastive linguistic semantics	5, 6, 7	Lecture-discussion; student participation	In-class tasks	Main textbook
	9.2					
	9.3					
10	10.1	Subjective construal as a 'fashion of	5, 6, 7, 8	Lecture-discussion;	In-class tasks	Main textbook

		speaking' in Japanese		student participation			
	10.2						
	10.3						
11	11.1	Grammatical metonymy within the 'action' frame in English and Spanish	5, 6, 7	Lecture-discussion; student participation	In-class tasks	Main textbook	
	11.2						
	11.3						
12	12.1	Towards a constructionist account of secondary predication with *verba dicendi et declarandi* in English and Spanish	5, 6, 7, 8, 9	Lecture-discussion; student participation	In-class tasks	Main textbook	
	12.2						
	12.3						
13	13.1						
	13.2						
	13.3						
14	14.1						
	14.2						
	14.3						
15	15.1	Revision	1-10	Lecture-discussion; student participation	Discussion	Main textbook	
	15.2	Revision	1-10	Lecture-discussion; student participation	Discussion	Main textbook	

	15.3	Revision	1-10	Lecture-discussion; student participation	Discussion	Main textbook

- **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
Project	20		1-10	1-14	
Participation	10				
Midterm Exam	30		1-10	1-7	On campus
Final Exam	40		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:

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:

González, M. A. G., Mackenzie, J. L., & Alvarez, E. G. (2008). Current trends in contrastive linguistics: functional and cognitive perspectives.

27 Additional information:

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: ---