Course Syllabus

1	**Course title**	Contrastive linguistics
2	**Course number**	2201758
3	**Credit hours**	3
	Contact hours (theory, practical)	3
4	**Prerequisites /Co- requisites**	
5	**Program title**	Master`s Degree in Linguistics
6	**Program code**	011
7	**Awarding institution**	The University of Jordan
8	**School**	School of Foreign Languages
9	**Department**	Department of English language and Literature
10	**Course level**	Graduate
11	**Year of study and semester (s)**	2023-2024 First semester
12	**Final Qualification**	MA
13	**Other department (s) involved in teaching the course**	
14	**Language of instruction**	English
15	**Delivery method**	■Face to Face learning ☐Blended ☐Fully online
16	**Online platforms(s)**	■E - Learning ☐Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	**Issuing/Revision Date**	December 2023

18 Course Coordinator:

Name:

Office number:

Phone number:

19 Other instructors:

Name:

Office number:

Phone number:

Email:

Contact hours:

20 Course Description:

Comparative and contrastive linguistics focuses on the comparison and contrast between two or sometimes more languages to reveal multidimensional correspondences between the studied languages. The course focuses on the analysis of phonologies, lexicons, lexico-semantic, morphological, and syntactic aspects of the languages studied.

21 Course aims and outcomes

A- Aims: Program learning out comes (PLO`s)

Upon successful completion of the Master's Program in Linguistics, students should be able to:

1. Discuss and Evaluate current linguistic theories, research methods, and their applications in professional contexts in a way that reflects his deep understanding of language structure and discourse.
2. Compare and contrast language systems, including grammar, phonetics, phonology, morphology, syntax, Semantics, pragmatics, and language acquisition in a manner that demonstrates comprehensive understanding of linguistic diversity.
3. Apply computational tools efficiently in linguistic research, lexicography, and language teaching, effectively harnessing technology to support language analysis and processing.
4. Systematize, critically analyze, and interpret extensive linguistic data from corpora, demonstrating the ability to extract valuable insights from linguistic sources.
5. Synthesize and analyze linguistic theory and data, using this knowledge to construct well-structured and evidence-based scholarly arguments.
6. Design and conduct linguistic research, interpreting its results, demonstrating the ability to write a master's thesis proficiently, and producing reports of publishable quality.
7. Prepare and deliver professional and specialized seminars, and work efficiently both independently and

collaboratively while upholding social and professional responsibilities.
8. Demonstrates proficiency in using information and communication technology, employing it to generate new knowledge and enhance intellectual and professional capabilities and skills.

B-Course learning outcomes (CLO`s)

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	Critically analyze linguistic theories that explain language universal differences.	X	X			X								X	X		X				X
2	Demonstrate an understanding of how contrastive linguistics can facilitate cross-cultural communication		X			X			X					X	X		X				X
3	Apply knowledge of contrastive linguistics to multilingual and translation contexts.		X			X								X	X		X				X
4	Design and conduct empirical research projects that investigate linguistic features.	X				X	X							X	X		X				X
5	Examine the structures of two or more languages, highlighting similarities and differences.		X			X	X							X	X		X				X
6	Apply strategies of prevention and correction of errors.				X		X							X	X		X				X

22. Topic Outline and Schedule:

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	References
1	1	Intro to historical and comparative linguistics; How does language change?	CLOs 1	Face-to-face	NA	NA		
2	2	The academic tradition of historical and comparative linguistics and language reconstruction	CLOs 1,2	Face-to-face				Main reference
3	3	Sound change (I)	CLOs 2,3	Face-to-face				Main reference
4	4	Sound change (II)	CLOs 4,5	Face-to-face				Main reference
5	5	Morphological change, analogy (I)	CLOs 6	Face-to-face				Main reference
6	6	Morphological change, analogy (II)	CLOs 1	Face-to-face				Main reference
7	7	Syntactic change	CLOs 1	Face-to-face				Main reference
8	8	Midterm exam		Face-to-face			Midterm exam	
9	9	Semantic change Lexical change, borrowing, etymology	CLOs 1,2	Face-to-face				Main reference
10	10	Genetic relationship, principles of reconstruction, comparative methods	CLOs 1,2,3	Face-to-face				Main reference
11	11	Language families, language trees	CLOs 1,2	Face-to-face				Main reference
12	12	The invention(s) of writing, writing systems	CLOs 1,2	Face-to-face				Main reference
13	13	Language contact, "Sprachbund", Pidgins	CLOs 1,2	Face-to-face				Main reference
14	14	The invention(s) of writing, writing systems	CLOs 1,2	Face-to-face				Main reference

15	15	Language contact, "Sprachbund", Pidgins	CLOs 1,2,4	Face-to-face				Main reference
16	16	Final exams	CLOs 1,2,3,4,5,6	Face-to-face			Final exam	

- **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. field study 8. term papers, 9. student portfolio, 10. final exam

23 Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	CLOs	Period (Week)	Platform
Midterm exam	30	Topics up to week 7	1,2,3,4	8	On campus
Project	10	All	1-6	12	On campus
Final exam	40	All	1-6	16	On campus
Presentation/seminars	10	All	1-6	1-16	On campus

Rubric for presentation tasks:

Criteria	10	8	6	4	2-0
Subject Mastery	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A	Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.

	thesis is presented.		presented.		
Organization	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
Delivery	Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces.	No eye contact is made, reads from notes, a lot of mumbling and mispronunciation, and speaks quietly.
Creativity	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

24 Course Requirements:

(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):

25 Course Policies:

A- Attendance policies: Only the number of absences allowed by the university is accepted.
B- Absences from exams and handing in assignments on time: Mid-term and finals can be made up with an official excuse.
C- Health and safety procedures: follow university instructions.
D- Honesty policy regarding cheating, plagiarism, misbehavior: Plagiarism and other forms of cheating (like copying from your classmate) won't be tolerated. Do not copy from an Internet resource, a book or a magazine. If you use information from some other sources, it must be credited to the original.
E- Grading policy: The assessment criteria is provided.
F- Available university services that support achievement in the course: Computer LabsE-

26 References:

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

Hock, Hans Henrich and Joseph, Brian D.. *Language History, Language Change, and Language Relationship: An Introduction to Historical and Comparative Linguistics*, Berlin, Boston: De Gruyter Mouton, 2019. https://doi.org/10.1515/9783110613285

B- Recommended books, materials, and media:

27 Additional information:

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

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

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

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

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