1	**Course title**	Forensic Linguistics
2	**Course number**	---------------------------
3	**Credit hours**	3
	Contact hours (theory, practical)	3
4	**Prerequisites/corequisites**	
5	**Program title**	PhD in Language, Culture & Communication
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**	PhD
11	**Year of study and semester (s)**	2023/2024, First Semester
12	**Final Qualification**	PhD
13	**Other department (s) involved in teaching the course**	-
14	**Language of Instruction**	English
15	**Teaching methodology**	■Blended ☐Online ☐face-to-face
16	**Electronic platform(s)**	☐ E-learning ■Microsoft Teams ☐Skype ☐Zoom ☐ Others…………
17	**Date of production/revision**	December 2023

18 Course Coordinator:

Name:

Office number:

Phone number: 06535500

Email:

Office Hours:

19 Course Description:

The course provides an overview of linguistic approaches to the study of law and language. It combines a theoretical discussion of selected issues with practical analysis of texts. Written texts will be analysed for their stylistic features, spoken texts will point out the interaction between discourse participants. The course will report on the findings of the newly developing discipline of forensic linguistics. This course asks (1) What can a spoken or written text tell us about its author(s)? (2) What factors facilitate author attribution and what factors complicate it? (3) Is there really such a thing as a 'linguistic fingerprint', allowing us to categorically identify someone just from a recording of their voice or a piece of their writing? And (4) What is involved in 'being a forensic linguist'?

At the end of the course, students will be able to understand the role of the emerging discipline of forensic linguistics as well as understand the specificities of various genres of legal English.

20 Course aims and outcomes:

A- Aims: (PLOs)

Upon successful completion of the Master's Program in Language, Culture and Communication, students should be able to:

1) Demonstrate knowledge and understanding of the scope and history of forensic linguistics.
2) Demonstrate an ability to apply a range of models in language and discourse to forensic materials, whether those materials be spoken or written.
3) Demonstrate an ability to balance probabilities in linguistic evidence using quantitative data and with reference linguistic corpora.
4) Demonstrate an understanding of the constraints on language use and understanding in the legal process, with particular reference to social and cultural difference.

5) Acquire knowledge of key theoretical frameworks and methodological approaches used in the forensic analysis of written documents, with the goal of forming objectively-grounded opinions concerning the content and provenance of texts;

6) Students will acquire skills in close linguistic analysis, of both spoken and written language, with particular skill in forensic document analysis.

7) Students will be able to match different theoretical models with different kinds of forensic data.

8) Students will be able to perform expert analysis and commentary on the language of legal documents, courts.

9) Students will be trained to offer reasoned forensic-linguistic evidence that is grounded in academic knowledge of language and discourse.

10) understood the importance of linguistics as applied to the investigation and prosecution of crimes as well as in the contexts of civil law, immigration law, human rights, and legislation drafting;

B- Course Learning Outcomes (CLOs):

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

	Course Learning Outcomes (CLOs)	Program Outcomes								Assessment Tools									
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10
1	Demonstrate a knowledge of current research issues in forensic linguistics	x		x		x			x	x	x	x						x	

2	Demonstrate advanced knowledge of a problem area in forensic linguistics	x	x								x		x						x		
3	Apply linguistic concepts in analyses of judicial discourses.	x				x	x		x				x		x	x	x	x	x			
4	Communicate and discuss research issues and research results in forensic linguistics	x			x	x			x	x	x		x					x			
5	Critically evaluate forensic linguistics research from a methodological point of view	x											x			x					
6	Demonstrate awareness of ethical aspects on forensic research.	x	x	x									x				x				
7	Tackling the Challenges and Obstacles Within Forensic Linguistics	x				x		x		x	x		x								

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **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

22. Topic Outline and Schedule:

Week	Topic	Course Learning Outcomes	Teaching Methods*/ platform	Evaluation Methods**	References
1	Introduction: What is linguistics and what makes it forensic?	1, 2, 3, 4	Discussion	In-class tasks, assignment	Main textbook
				In-class	

2	- Concept, Origin and development of Forensic Linguistics - Significance of Forensic Linguistics	1, 2, 3, 5	Discussion	tasks, assignment	Main textbook
3	Crucial role played by Forensic Linguists in investigations	1, 2, 3, 6	Discussion	In-class tasks, presentation	Main textbook
4	Language as a witness: Words and sentences revealing crime	1, 2, 3, 4, 5	Discussion	In-class tasks	Main textbook
5	Language in Action: Do we say what we mean and mean what we say?	1, 2, 8	Discussion	In-class tasks, quiz	Main textbook
6	Sailing Through Forensic Linguistics' Branches - Forensic Phonetics - Forensic Stylistics - Discourse Analysis: A Journey Through Linguistic Structures	1,2, 3, 4	Discussion	In-class tasks	Main textbook
7	Police interviews and police interrogations in Jordan	1, 2, 3			Activity
8	Language(s) in the courtroom	1, 2, 3, 5, 7	Discussion	In-class tasks	Main textbook
9	Midterm exam	1, 2, 3, 4, 5, 6, 7	Discussion	In-class tasks	Main textbook
10	Multilingual justice: The role of translators and interpreters	1,2,3, 4	Discussion	In-class tasks	Main textbook
11	Language and disadvantage: Minorities before the law	1, 2, 3, 4, 6	Discussion	In-class tasks	Main textbook
12	Upholding Ethics and Professionalism in Forensic Linguistics	1, 2, 3, 5	Discussion	In-class tasks	Main textbook

13	Language and Mind: Witness memory	1, 2, 3, 5	Discussion	In-class tasks, term paper, project	Main textbook

14	Envisioning the Future: Prospective Pathways in Forensic Linguistics	1, 2, 3, 5	Discussion	In-class tasks	Main textbook
15	Revision	1-7	Discussion	In-class tasks	Main textbook

23 Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	Course Learning outcome	Period (Week)	Platform
Assignments	5	What is Forensic Linguistics Significance of Forensic Linguistics	1, 2, 3, 4, 5	1-15	Microsoft Team+ E-Learning
Presentation\critical appraisal of a paper	5	Crucial role played by Forensic Linguists in investigations	1, 2, 3, 4, 5, 6	9	
Term paper	20	Police interviews and police interrogations in Jordan	1-7	14	
Midterm Exam	30	Up to week 8	1-6	7	On campus

Final Exam	40	All topics	1-7	16	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:
As per the University Regulations.

B- Absences from exams and submitting assignments on time:
As per the University Regulations.

C- Health and safety procedures:
Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:
As per the University Regulations.

E- Grading policy:
As explained above.

F- Available university services that support achievement in the course:
Please ask your academic advisor for any help or support.

26 References:

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

-GIBBONS, John. *Forensic linguistics: an introduction to language in the justice system*. 1st pub. Malden, MA: Blackwell Publishing, 2003.

-COULTHARD, Malcolm and Alison JOHNSON. *An introduction to forensic linguistics: language in evidence*. First published. London: Routledge, 2007.

B- Additional information:

-OLSSON, John. *Forensic linguistics: second edition*. London: Continuum, 2008.

-Olsson, John (2004) Forensic Linguistics: An Introduction to Language, Crime and the Law. Continuum International Publishing Group Ltd.

28. Rubrics

Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the students are not explained clearly.	There are some explanations provided by the student of the topic and research questions presented, but it is not enough.	Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is used in explanations.	
Correct Work/Solution	30%	No work is shown by the student that correctly provides a solution to the problem identified.	The work presented to solve this problem is insufficient.	Work presented fully explains the correct procedure to provide a solution for the problem. Appropriate vocabulary is used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research questions are not provided.	Strategy, tools and procedures to deal with the research questions are not detailed enough.	Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.	
Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye	

		skills, e.g., eye contact, clear language, engagement with the audience, pronunciation, etc.	language, engagement with the audience, pronunciation, etc.	contact, clear language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

Assignment Score _____

Rubric for Term-paper

The following are **grade descriptors** which are designed to help you understand how your mark was arrived at:

20	An outstanding paper showing a complete overall grasp of the major issues and their implications, and a clear grasp of relevant standard critical approaches to the subject. Evidence of capacity to think independently and to formulate own criteria and judgements. Argument very clearly structured and confidently supported by appropriate evidence derived from primary and secondary sources. Presentation is

	excellent; sources are thoroughly cited. Exceptional essay that could not be bettered at this level.
19-18	An excellent paper showing considerable understanding of the major issues and a capacity to use standard critical approaches appropriate to the subject. Evidence of developing confidence in formulating independent ideas, criteria and judgements. Argument cogent and clearly supported by appropriate evidence drawn from mainly secondary (possibly some primary) sources, which are thoroughly cited. Presentation is excellent. Ambitious essay, unusually perceptive at this level.
17-16	A very good, well-focused paper demonstrating a very good level of understanding of the major issues under discussion and reasonable confidence in handling standard approaches to the subject. Some evidence of capacity for independent thought in developing an argument that draws on secondary sources to put forward an analysis that is generally sound, although there may be occasional lack of clarity or organisation. Presentation is generally very good and sources are well documented
15	A good, competent paper in all or most areas, or showing moderate competence in some areas but excellence in others. Able to summarise and interpret primary (and some secondary) material in a way that demonstrates awareness of major issues and some capacity for critical evaluation. Less ambitious in scope than First Class, but still aiming to achieve a good level of analysis. At the lower end of the scale, there may be some shortcomings, but major errors are avoided. Presentation generally competent; sources adequately documented.
14	Essay fair and reasonably competent in all or most areas, or uneven paper showing strength in some areas but weakness in others. Fairly competent knowledge or understanding of the material studied, but characterised by one or more of the following: lack of critical analysis; lack of considered thought; argument not always well-structured or relevant; some gaps in planning and use of evidence; lacks the

	comprehensiveness, accuracy and/or cohesiveness expected of an Upper Second. Some awareness of critical debates but may be too descriptive or generalised; would benefit from sharper focus and more reflection; presentation is fair, sources documented, but perhaps with some inconsistency/gaps.
13	Adequate paper in all or most areas, tending to be descriptive with uncritical coverage of debates and issues, but with some basic (or minimal, at the lower end of the scale) relevant information and understanding. Some evidence of reading and attempt to address question or topic, but with substantial omissions or irrelevant material. Skills of planning, structuring and presentation relatively weak; barely adequate understanding of concepts, barely adequate use of reading and sources with poor referencing.
12-9.5	Unsatisfactory paper showing minimal achievement but containing some elementary relevant information. Reliant on a minimal range of reading and poor attention to detail. May be repetitive consisting of a string of weak statements/opinions which may not relate to each other. Assertions without supporting evidence; minimal reflection, poor planning and presentation; sources very inadequately cited.
9-7	Poor paper, inadequate in almost all areas, displaying little knowledge or understanding. Insufficient evidence that the candidate has adequately benefited from the material studied. Poorly organised and confused argument; little or no evidence of analysis, planning or presentation skills; sources not cited or very inadequately cited.

6-3	Very poor paper in which there is no evidence of understanding or knowledge of the material studied; inability to construct an argument; lack of planning or presentation skills; significant elements of irrelevance or error; no sources or sources not cited.
2-0	Extremely poor and incoherent essay; irrelevant and error-strewn; no sources.

Assignment Score _____

Name of Course Coordinator:_____Signature:_____Date: \12\2023

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

Head of Department:_____Signature: ....

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

Dean:_____Signature: ....