**ATTACHMENT 5.**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**T6. Course Specifications**

**(CS)**

**Course Specifications**

|  |
| --- |
| Institution Date  Umm Alquraa University 15/4/1439 |
| College/Department |

A. Course Identification and General Information

|  |
| --- |
| 1. Course title and code:  **Psycholinguistics 467** |
| 2. Credit hours **2hors** |
| 3. Program(s) in which the course is offered. **Bachelor of English Language**  (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course  **Dr. Mohammed Sayed haj Bashir** |
| 5. Level/year at which this course is offered **3rd year semester1** |
| 6. Pre-requisites for this course (if any) **260** |
| 7. Co-requisites for this course (if any) **None** |
| 8. Location if not on main campus Main Campus |
| 9. Mode of Instruction (mark all that apply)  **100**%  a. traditional classroom What percentage?  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  Comments: |

B Objectives

|  |
| --- |
| 1. What is the main purpose for this course?  **This course presents an overview of psycholinguistics. The two branches of psycholinguistics are covered, developmental psycholinguistics and experimental psycholinguistics.** |
| 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)  **Use of graphic organizers instruction to generate ideas and express them in sentences.** |

C. Course Description (Note: General description in the form used in Bulletin or handbook)

|  |
| --- |
| Course Description:  **This course studies a number of issues such as the representation of language in the mind, how language is remembered and language disorders like dyslexia and aphasia. Also of interest is whether and how monolingual and bilingual speakers differ in language processing.** |

|  |  |  |
| --- | --- | --- |
| 1. Topics to be Covered | | |
| List of Topics | No. of  Weeks | Contact hours |
| **Introduction** | **1st** **week** | **2 hors** |
| **Acquisition** | **2nd week** | **2 hors** |
| **The first word** | **3rd week** | **2 hors** |
| **The birth of grammar** | **5th week** | **2 hors** |
| **Childish creativity** | **6th week** | **2 hors** |
| **Production: Putting words in one's mouth** | **7th week** | **2 hors** |
| **Formulation** | **9th week** | **2 hors** |
| **The planning of higher level of speech** | **10th week** | **2 hors** |
| **Self-monitoring** | **11th week** | **2 hors** |
| **Comprehension: Understanding what we hear or read** | **12th week** | **2 hors** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2. Course components (total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory  or Studio | Practical | Other: | Total |
| Contact  Hours | **45** |  |  |  |  | **45** |
| Credit | **3** |  |  |  |  | **3** |

|  |
| --- |
| 3. Additional private study/learning hours expected for students per week.  4 hors |

|  |
| --- |
| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
| 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. (Courses are not required to include learning outcomes from each domain.) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| 1.1 | **Examining first language acquisition** | **Lecturing** | **Answering questions** |
| 1.2 |  |  |  |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | **Organizing ideas in a paragraph** | **Discussion** | **Re-ordering ideas** |
| 2.2 |  |  |  |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | **Writing a well-structured essay** | **Writing practice** | **essay writing** |
| 3.2 |  |  |  |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| 4.1 |  |  |  |
| 4.2 |  |  |  |
| **5.0** | **Psychomotor** | | |
| 5.1 |  |  |  |
| 5.2 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 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** | **Quiz1** | **3ed week** | **5%** |
| **2** | **Quiz2** | **5th week** | **5%** |
| **3** | **Writing assignments** | **Throughout the semester** | **10%** |
| **4** | **Mid-term test** | **7th week** | **20%** |
| **5** | **Final exam** | **At the end of the semester** | **60%** |

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)  **4 hours a week** |

E Learning Resources

|  |
| --- |
| 1. List Required Textbooks  **Garman, Michael. 1990. Psycholinguistics. Cambridge: Cambridge University Press.** |
| 2. List Essential References Materials (Journals, Reports, etc.)  **None** |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) |
| 4. List Electronic Materials, Web Sites, Facebook, Twitter, 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.)  **Classrooms** |
| 2. Computing resources (AV, data show, Smart Board, software, etc.)  **None** |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  **None** |

G Course Evaluation and Improvement Processes

|  |
| --- |
| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  **Asking students about their opinions** |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department |
| 3 Processes for Improvement of Teaching |
| 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)  **None** |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement  **None** . |

Name of Instructor: \_\_**Dr. Mohammed Sayed Haj Bashir**

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed **15/4/1439**

Name of Field Experience Teaching Staff \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Coordinator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Received:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_