ATTACHMENT 5.

T6. COURSE SPECIFICATIONS

ENG 401

Bilingualism

Education Evaluation Commission

Course Specifications

Institution
King Saud University
Date of Report: 30/1/2019
College/Department
College of Arts/Department of English Language and Literature

A. Course Identification and General Information

1. Course title and code:
Bilingualism - ENG 401
2. Credit hours:
3 hours
3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
B. A. in English
4. Name of faculty member responsible for the course
Several Professors
5. Level/year at which this course is offered
Seventh or Eighth Level (Elective)/Fourth Year
6. Pre-requisites for this course (if any)
ENG 222
7. Co-requisites for this course (if any)
None
8. Location if not on main campus

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	What percentage?	Yes	70
b. Blended (traditional and online)	What percentage?		
c. e-learning	What percentage?	Yes	30
d. Correspondence	What percentage?		
f. Other	What percentage?		

Comments:

All credit hours are carried out in a face-to-face traditional setting. However, the course is technology enabled making use of LMS to post the syllabus, content, online test and discussion boards etc.

B. Objectives

1. What is the main purpose for this course?

Students should be able to:

1. Describe the linguistic and the psycholinguistic underpinnings of the bilingual brain
2. Define what it means to "acquire" a new language
3. Define the notion of code-switching in bilinguals
4. Describe the different models of bilingualism
5. Outline current research in the area of bilingualism
6. Compare and contrast the processes of acquiring a first language and of learning a second language
7. Explain the effect of bilingualism on the different domains of human cognition
8. Summarize controversies of models of acquisition and their implications for educational policies
9. Evaluate cases of bilingualism and arrive at creative conclusions
10. Perform experimental research to investigate bilingual behavior

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)

1. The following series of orientation workshops are essential for BOTH faculty and students[1]:

Faculty: assessment and teaching methods applied in Linguistic courses

Students:

Suggested workshops:
   a) Basic skills with word processing software.
   b) Plagiarism
   c) Virtual classes
   d) Critical and Investigative Thinking Skills
   e) Scholarly Sources: When and How to use them

2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed

3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)

4. Provide support throughout the term from CWE (if available) and focused skills developments session

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[1] Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

to be offered by the relevant entities.

5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for linguistic courses, or at least a unified standard.

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

Course Description:
The course familiarizes students with current research and approaches to the study of bilingualism, by providing an account of the main theories and the most important research findings. It focuses on linguistic aspects of bilingualism; models of bilingualism and language acquisition; competence versus performance; early versus late bilingualism: rationale of the critical age; effects of bilingualism on domains of human cognition such as perception, memory, thinking, problem solving and creativity; and implications for educational policies among others.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Introduction: Linguistics and bilingualism; Definitions of bilingualism; What counts as a language; Problems of mutual intelligibility	1	3
Bilingualism and the Brain: Types of bilingualism; Neuro-anatomical or	2	6
Bilingualism and the Brain: Bilingualism and intelligence; Bilingualism and memory, ; Bilingualism and aphasia	2	6
Sociolinguistic Aspects of Bilingualism: The sociolinguistic compositions of bilingual societies; Domains of language use; Diglossia and bilingualism; Language maintenance, change, and death	3	9
Sociolinguistic Aspects of Bilingualism: Code-switching; Attitudes towards code-switching; Long-term effects of language contact and bilingualism	3	9
The Bilingual Child: Types of bilingual acquisition in childhood; Interference, transfer, and language universals; Personal and attitudinal factors affecting children's bilingual acquisition; Later childhood acquisition Exercises	2	6

Bilingualism and Education: Types of bilingual educational policies; Tying the knots: discussion on appropriate bilingual educational policies in view of topics covered throughout the course	1	3

	2. Course components (total contact hours and credits per semester):						
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	42 hours	None			3 hours	**45 hours**
	Actual						
Credit	Planned	3 hours					**3 hours**
	Actual						

3. Additional private study/learning hours expected for students per week.	6 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

In 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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge** Students should be able to:		
1.1	Define bilingualism		
1.2	Describe models of bilingualism	1. Lectures	1. Midterms

1.3	State linguistic and the psycholinguistic underpinnings of the bilingual brain	2. Reading assignments 3. Class discussion	2. Final Exam 3. Frequent quizzes
1.4	Define notion of code-switching in bilinguals		
1.5	State the effects of bilingualism on human cognition		
1.6	Describe how diglossia and bilingualism interact in bilingual societies		
1.7	State long-term effects of bilingualism and language contact		
1.8	Outline types of childhood bilingualism		
1.9	List and record bilingual educational policies		
2.0	**Cognitive Skills** Students should be able to:		
2.1	Explain controversies of models of acquisition and their implications for educational policies	1. In-class discussion and on-line discussions 2. Reading assignments of articles followed by assigning writing critiques on articles 3. Presenting cases of bilingualism in class or as exercises and asking students to suggest creative solutions 4. Assigning a research project in which students investigate some aspect of bilingual behavior in a bilingual subject	1. Participation in discussions 2. In-class performance when doing exercises 3. Midterms and Final Exams 4. The research project
2.2	Evaluate cases of bilingualism and arrive at creative conclusions		
2.3	Analyze bilingual behavior arriving at sound generalizations		
3.0	**Interpersonal Skills & Responsibility** Students should be able to:		
3.1	Demonstrate leadership role	1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence

			of the student's ability to recollect and synthesize information.
3.2	Illustrate self-professional development commitments.	1. To instil a sense of responsibility for one's learning. 2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.	Enforcing deadlines and rules mentioned in the syllabus.
3.3	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
4.0	**Communication, Information Technology, Numerical** Students should be able to:		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	Class presentations Group work Journals
4.2	Search the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.3	Operate the internet to communicate with the teaching staff or faculty	The use of LMS and email.	The use of a professional email

			address and language
5.0	**Psychomotor**		
5.1	N/A	N/A	N/A

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	Midterm	10	20%
2	Activities	throughout	10%
3	Quizzes	throughout	10%
4	Research project	week due	20%
5	Final	14 or 15	40%

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 per week; email

E. Learning Resources

1. List Required Textbooks
Myers-Scotton, C. (2006). *Multiple Voices: An Introduction to Bilingualism.* Oxford: Blackwell Publishing.

2. List Essential References Materials (Journals, Reports, etc.)
a. Altarriba, J. & Heredia, R. R. (Eds.).(2008). *An Introduction to Bilingualism: Principles and Processes*. Tylor & Francis Group, LLC.
b. Romaine, S. (1995). *Bilingualism.* Oxford: Blackwell Publishing.
c. Chin, N. B.& Wigglesworth, G. (2007). *Bilingualism: An Advanced Resource Book.* Routledge.
 d.Chomsky. N. (2004). Knowledge of Language as a Focus of Inquiry. In B. Lust and C. Foley (Eds.),
First Language Acquisition: Essential Reading (pp. 15-25). Blackwell Publishers.

e. N. Chomsky. "A Review of B.F. Skinner's Verbal Behavior." In B. Lust and C. Foley.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. a. http://library.smc.edu/new/research/topics/bilingual_education.htm b. http://www.cambridge.org/resources/0521612357/3241_Ch13Linksand%20reading.pdf
4. 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.) **Lecture rooms large enough to hold 30-40 students**

2. Computing resources (AV, data show, Smart Board, software, etc.) **Laptop computer - projector system**
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 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor) 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor 1. Peer evaluation to benefit from viewpoints of other faculty members 2. Class observations by coordinators or Head of department 3. Training sessions 4. Workshops to facilitate the exchange of experiences amongst faculty members 5. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given 6. Encouragement of faculty members to attend professional development conferences. 7. Keep up to date with pedagogical theory and practice 8. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

3. 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)
1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.
2. Check marking of a sample of examination papers by another faculty member.
3. Students who believe they are under graded can have their papers checked by a second reader

4. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
1. Compare syllabi and course description with other universities
2. Biannual meetings of faculty members to discuss improvement
3. Review curriculum periodically and suggest improvements

Faculty or Teaching Staff: _____

Signature: _____   **Date Report Completed:** _____

Received by: _____   **Dean/Department Head**

Signature: _____   **Date:** _____