

Course Syllabus

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|----|---|---|--|
| 1 | Course title | Language Science | |
| 2 | Course number | 1804110 | |
| 3 | Credit hours | 3 (theory) | |
| | Contact hours (theory, practical) | 3 (theory) | |
| 4 | Prerequisites/corequisites | ----- | |
| 5 | Program title | Bachelor of Hearing and Speech Sciences | |
| 6 | Program code | 1804 | |
| 7 | Awarding institution | The University of Jordan | |
| 8 | School | Rehabilitation Sciences | |
| 9 | Department | Hearing & Speech Sciences | |
| 10 | Course level | Undergraduate/First year | |
| 11 | Year of study and semester (s) | 2023 -2024 First Semester | |
| 12 | Other department (s) involved in teaching the course | ----- | |
| 13 | Main teaching language | English | |
| 14 | Delivery method | √ Blended | |
| 15 | Online platforms(s) | Moodle √Microsoft Teams | |
| 16 | Issuing/Revision Date | 15-3- 2023 First semester | |

17 Course Coordinator:

Name: Hana Mahmoud

Contact hours: 9:00-10:00

Sunday and Monday

Office number: 432

Phone number: 23263

Email: hana.mahmoud@ju.edu.jo

**18 Other instructors:**

Name:

Office number:

Phone number:

Email:

Contact hours:

19 Course Description:

. “Analysis of syntax, pragmatic, and semantic aspects of language with emphasis on Arabic Language ; the linguistic and psycholinguistic theory and variables of normal development of speech , language , and hearing .”

20 Course aims and outcomes:

A- Aims:

The major objective of this course is to provide the students with the basic knowledge of the following: The nature of language, language form and meaning: syntax, semantics, phonology, morphology and pragmatics, language acquisition, and language and society. The student will also learn meaningful and simple methods for language sampling and language sample analysis techniques with preschool children

B- Students Learning Outcomes (SLOs):

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

| PLOs SLOs of the course | PLO (1) | PLO (2) | PLO (3) | PLO (4) | PLO (5) | PLO (6) | PLO (7) | PLO (8) | PLO (9) | PLO (10) | PLO (11) | PLO (12) |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| 1. Define the building blocks of language (phonetics, phonology, morphology, syntax, and semantics). | X | | | | | | | | | | | |
| 2- Select, adapt, apply, and interpret appropriate case history and assessment materials/procedures based on a typical child's age and profile | | x | | | | | | | x | | | |
| 3- Demonstrate techniques used in speech sample elicitation from a typical preschool child. | | | | | x | | | | | | | |
| 4- Interview a preschool child and his/her family with specific attention to the main language components and the stages of language acquisition. | | | | | x | | | | x | | | |
| 5- Use the basic information gained about language development and language components to describe the language skills of a typical preschool child. | | | | | | | x | | x | | | |
| 6- Interpret and draw | | | | | | | x | | | | | |

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| conclusions about the language sample collected from a typical preschool child. | | | | | | | | | | | | |
| 7-Identify the main procedures used in the assessment of language components in typical preschool children. | x | | | | | | | | x | | | |
| 8- To use UJ library services to find scientific evidence to support assessment approaches. | | | | | | x | | | | | x | |
| 9- Demonstrate understanding of ethical responsibilities when working with typical preschool children and their families. | | | | | | | | x | | | | x |
| 10- Demonstrate the ability to evaluate own work. | | | | | | | | | | | | x |

PLOs

1. Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing.
2. Identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and hearing disorders.
3. Apply the basic clinical skills in working with individuals with communication and hearing disorders.
4. Formulate specific and appropriate intervention plans
5. Conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skillfully.
6. Write professional reports for patient with communication and hearing disorders.
7. Apply principles of evidence-based practice in the assessment and intervention processes.
8. Identify ongoing effectiveness of planned activity and modify it accordingly.
9. Analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.
10. Employ time management skills in dealing with caseloads and in delivering intervention for individual cases.
11. Demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation, has the ability to think critically and solve problems, and uses technology to monitor, manage, analyze, and transfer information to generate knowledge and employ it for future uses.
12. Demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals


21. Topic Outline and Schedule:

| Week | Lecture | Topic | Students learning outcomes | Synchronous / Asynchronous Lecturing | Method Of teaching | Plat form | Evaluation Methods | Refer ences | |
|------|---------|--------------------------|----------------------------|--------------------------------------|--------------------|-----------------|--------------------|-------------|---|
| 1 | 1.1 | Introduction to Language | 1,12 | Synchronous lecturing | Face to face | Microsoft Teams | Discussion | 1 | |
| | 1.2 | Introduction to Language | 1,12 | Synchronous lecturing | Face to face | | Discussion | 1 | |
| | 1.3 | Introduction to Language | 1.12 | Synchronous lecturing | Face to face | | Discussion | | |
| 2 | 2.1 | What is linguistics? | 1,12 | Synchronous lecturing | Face to face | | Discussion | 2 | |
| | 2.2 | What is linguistics? | 1.3 | Synchronous lecturing | Face to face | | Discussion | 1 | |
| | 2.2 | What is linguistics? | 1.3 | Synchronous lecturing | Face to face | | Discussion | | |
| 3 | 3.1 | Acquisition of Language | 1,3 | Synchronous lecturing | Face to face | | Homework | 1 | |
| | 3.2 | Acquisition of Language | 1,3 | Synchronous lecturing | Face to face | | Discussion | 2 | |
| | 3.3 | Acquisition of Language | 1.3 | Asynchronous lecturing | Online | | Homework | | |
| 4 | 4.1 | Semantics | 1,5 | Synchronous lecturing | Face to face | | Microsoft Teams | Discussion | 1 |
| | 4.2 | Semantics | 1,5 | Synchronous lecturing | Face to face | | | Discussion | 1 |
| | 4.3 | Semantics | 1,5 | Asynchronous lecturing | Online | | | Homework | 1 |
| 5 | 5.1 | Semantics | 1,5 | Synchronous lecturing | Face to face | Microsoft Teams | Discussion | 2 | |

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| | 5.2 | Semantics | 1.5 | Synchronous lecturing | Face to face | Microsoft teams | Discussion | 1 |
| | 5.3 | Semantics | 1.5 | Asynchronous lecturing | Online | Microsoft teams | Homework | 2 |
| 6 | 6.1 | Morphology | 4.6 | Synchronous lecturing | Face to face | Microsoft teams | Discussion | 1 |
| | 6.2 | Morphology | 4,6 | Synchronous lecturing | Face to face | Microsoft teams | Discussion | 1 |
| | 6.3 | Morphology | 4.6 | Asynchronous lecturing | Online | | Homework | 2 |
| 7 | 7.1 | Morphology | 4,6 | Synchronous lecturing | Face to face | | Discussion | 2 |
| | 7.2 | Morphology | 4,6 | Asynchronous lecturing | Face to face | Microsoft teams | Discussion | 2 |
| | 7.3 | Morphology | 4,6 | Asynchronous lecturing | Online | | Homework | 1 |
| 8 | 8.1 | Syntax | 7.12 | Synchronous lecturing | Face to face | | Discussion | 1 |
| | 8.2 | Syntax | 7,12 | Asynchronous lecturing | Face to face | Microsoft teams | Discussion | 1 |
| | 8.3 | Syntax | 7,12 | Asynchronous lecturing | Online | | Homework | 2 |
| 9 | 9.1 | Syntax | 7,12 | Synchronous lecturing | Face to face | | Discussion | 1 |

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| | 9.2 | Syntax | 7,12 | Synchronous lecturing | Face to face | Microsoft teams | Discussion | 2 |
| | 9.3 | Syntax | 7,12 | Asynchronous lecturing | Online | | Homework | 1 |
| 10 | 10.1 | Pragmatics | 1,9 | Synchronous lecturing | Face to face | | Discussion | 1 |
| | 10.2 | Pragmatics | 1,9 | Synchronous lecturing | Face to face | Microsoft teams | Discussion | 1 |
| | 10.3 | Pragmatics | 1,9 | Asynchronous lecturing | Online | | Homework | 1 |
| 11 | 11.1 | Pragmatics | 1,9 | Synchronous lecturing | Face to face | | Discussion | 2 |
| | 11.2 | Pragmatics | 1,9 | Synchronous lecturing | Face to face | Microsoft teams | Discussion | 1 |
| | 11.3 | Pragmatics | 1,9 | Asynchronous lecturing | Online | | Homework | 2 |
| 12 | 12.1 | Phonetics | 1,10 | Synchronous lecturing | Face to face | | Discussion | 2 |
| | 12.2 | Phonetics | 1,10 | Synchronous lecturing | Face to face | Microsoft teams | Discussion | 1 |
| | 12.3 | Phonetics | 1,0 | Asynchronous lecturing | Online | | Homework | 1 |
| 13 | 13.1 | Phonetics | 1,10 | Synchronous lecturing | Face to face | | Discussion | 2 |
| | 13.2 | Phonology | 1,10 | Synchronous lecturing | Face to face | Microsoft teams | Discussion | 1 |

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| | 13.3 | Phonology | 1,10 | Asynchronous lecturing | Online | | Homework | 2 |
| 14 | 14.1 | Phonology | 1,10 | Synchronous lecturing | Face to face | | Discussion | 2 |
| | 14.2 | Phonology | 1,10 | Synchronous lecturing | Face to face | | Discussion | 1 |
| | 14.3 | Phonology | 1.0 | Asynchronous lecturing | Online | | Homework | 2 |
| 15 | 15.1 | Other language related topics | 1,12 | Synchronous lecturing | Face to face | | Discussion | 1 |
| | 15.2 | Other language related topics | 1,12 | Synchronous lecturing | Face to face | | Discussion | 1 |

22 Evaluation Methods:

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

| Evaluation Activity | Mark | Topic(s) | Period (Week) | Platform |
|---------------------|------|----------------------|----------------------|-----------------|
| quizzes | 20 | Language components | Through the semester | Microsoft teams |
| assignment | 10 | Different components | Through the semester | Online |
| Midterm | 30 | | Week 8 | |
| Final | 40 | | Not scheduled | |
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23 Course Requirements

Students should have:

A computer

Account on Microsoft teams

Internet connection

24 Course Policies:

A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all face-to-face and online activities.
- Students are expected to be on time.

B- Absences from exams and submitting assignments on time:

- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session.
- Late assignments will not be accepted and submission of assignments (due to unjustified reasons) by other students will not be accepted regardless of how much work the student put into its preparation.

C- Health and safety procedures:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment..
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.



- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based upon the accumulation of points for variety of assignments, quizzes, exams, in-class, and home-based course related activities. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F- Available university services that support achievement in the course:

Microsoft teams

25 References:

Hornsby, David (2014) Linguistics: A Complete Introduction. Teach yourself books. Hodder & Stoughton, London, UK.

Schmitt, Norbert (2010). An Introduction to Applied Linguistics. Hodder education.

Visuals:

Language, Dialect, Variety

<https://www.youtube.com/watch?v=ji6vURnWfrk>

What causes speech and language disorders?

<https://www.youtube.com/watch?v=knzvtkiEHs8>

Language Acquisition



<https://www.youtube.com/watch?v=fZGKUtZpMaE>

English Semantics are Hard

<https://www.youtube.com/watch?v=jIGOpFOyFcc>

Steven Pinker on Language Pragmatics

<https://www.youtube.com/watch?v=VKbp4hEHV-s>

B- Recommended books, materials and media:

- Article posted on the website of the American Speech, Language, and Hearing Association. Link to article:

<https://blog.asha.org/2018/06/20/the-how-and-why-of-collecting-a-language-sample/>

26 Additional information:

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| Name of Course Coordinator: -Hanan Mahmoud | Signature: HM | Date: 18/10/2023 |
| Head of Curriculum Committee/Department: Dr. Khader Joudeh | Signature: Khader Joudeh | |
| Head of Department: : Dr . Khader Joudeh | Signature: Khader Joudeh | |
| Head of Curriculum Committee/Faculty: -Prod. Kamal A. Hadidi | Signature: KAH | |
| Dean: Prof. Kamal A. Hadeedi | Signature: KAH | |
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