**Course Specification for Special Topics in Linguistics**

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| **College** | Zulfi College of Education | | |
| **Department** | English Language Department | | |
| **Course Name:** | Special Topics in Linguistics | Course Code | ENGL 425 |
| **Level** | 9 | Credit Hours | 2 hrs. |
| **Course Objective** | 1. Get a broader and more profound perspective of the main concepts of the special topics in linguistics discussed in the course. 2. Gain deep insights into the topics studied in the course. 3. Read critically and discuss the specific materials assigned by instructor. 4. Demonstrate effective presentation skills of the selected topics. 5. Attain some research skills in the context of the topics selected and studied. 6. Display some independent and autonomous learning skills. 7. Conduct a term project on an assigned or self-selected topic in linguistics. | | |
| **Course Content** | 1. Course Orientation | | |
| 1. Selecting the appropriate topics on the basis of the general criteria outlined in the above course description (see also the suggested topics from which you may choose). | | |
| 1. Identify the assigned readings and materials for each topic selected (including both print and web-based materials) | | |
| 1. Students present and discuss topic | | |
| 1. Critical analysis and response paper for topic | | |
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| Midterm(s) | | |
| 1. An Overall Review/Revision + Final Exam. | | |
| **Required Textbook** | Cummings, Louise. (2008). Clinical Linguistics. Edinburgh; Edinburgh University Press   |  | | --- | | Gibbons, John. (2003). Forensic Linguistics: An Introduction to Language in the Justice System. London: Wiley Blackwell.  Johnstone, Barabara. (2018). Discourse Analysis (3rd edition). London": Wiley Blackwell. |     Obler, Loraine. (1998 ). Language and the Brain (Cambridge Approaches to Linguistics) 4th ed. Cambridge: Cambridge university Press.    Paltridge, Brian. (2012). Discourse Analysis (2nd edition). London: Bloomsbury.  Ricento, Thomas (ed.). (2015). Language Policy and Planning. London: Routledge. | | |

