



ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENG 489

Literary Linguistics



هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: : King Saud University	Date: 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: Literary Linguistics – ENG 489																				
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 Level/Fourth Year																				
6. Pre-requisites for this course (if any): ENG 221 and ENG 216																				
7. Co-requisites for this course (if any): None																				
8. Location if not on main campus:																				
9. Mode of Instruction (mark all that apply): <table><tr><td>a. traditional classroom</td><td><input type="text"/></td><td>What percentage?</td><td><input type="text" value="70"/></td></tr><tr><td>b. blended (traditional and online)</td><td><input type="text"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>c. e-learning</td><td><input type="text"/></td><td>What percentage?</td><td><input type="text" value="30"/></td></tr><tr><td>d. correspondence</td><td><input type="text"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>f. other</td><td><input type="text"/></td><td>What percentage?</td><td><input type="text"/></td></tr></table>	a. traditional classroom	<input type="text"/>	What percentage?	<input type="text" value="70"/>	b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>	c. e-learning	<input type="text"/>	What percentage?	<input type="text" value="30"/>	d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>	f. other	<input type="text"/>	What percentage?	<input type="text"/>
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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. Analyze literary texts linguistically
2. Think of sentence patterns as generators of figures of speech, such as metaphor, simile, personification, etc.
3. Study style linguistically through coordination and subordination indices
4. Know the meaning of consistency, persona, tone, sentence structure, etc.

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 students¹:

Faculty: assessment and teaching methods applied in literature courses

Students:

Suggested workshops:

- a) Basic skills with word processing software.
 - b) Plagiarism
 - c) Library research
 - d) Virtual classes
 - e) Critical and Investigative Thinking Skills
 - f) Comprehensive Reading of Literary Texts
 - g) 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 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 literature courses, or at least a unified standard.

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

Course Description:

The course is mainly designed for BA, graduating seniors but also caters to the needs of literature, language, and writing students. It will focus on diverse realizations of linguistics in both literary and nonliterary texts and attempts to investigate how linguistics can help pass on, augment, hinder, or undermine meaning. The general aim is to help students gain a fuller understanding and appreciation of the complicated relationship between medium and message.

1. Topics to be Covered

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

List of Topics	No. of Weeks	Contact hours
Introduction to linguistics and literature, focusing on English sentence patterns	Week 1	3 hours
Style as a bridge between linguistics and literature. Style defined, tone, informative and affective tones, objective and subjective styles, persona, language, sentence structure, diction, some practical advice about style, Inconsistency (in diction, sentence structure, paragraph, article, tone), three qualities of good diction, denotation and connotation, euphemism, general vs. specific, imagery (metaphor, simile, analogy, personification, allusion ...), vagueness, jargon, triteness. Each of these topics is objectified by a discussion of a paragraph culled from well-known literary texts and coupled with similar exercises for students to apply the skills they learned in class .	Weeks 2-5	12 hours
The focus in the second part of the course will be on grammar as style. There will be an attempt to show, for instance, that the grammatical pattern N ¹ + Verb be + N ¹ can generate grammatical sentences, such as <i>Obama is the forty-fourth president of the US</i> ; and figurative, rhetorical patterns, such as the following metaphor: <i>Obama is deliverance</i> . Here there will be focus on style as deviation (from the grammatical pattern at the semantic level) and choice (as filling the third slot with an un expected filler).	Weeks 6-14	27 hours
Wrap up, a workshop like week to apply all the skills the student learned in the course.	Week 15	3 hours

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	42 hours	None	None	None	3 hours	45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

2. Additional private study/learning hours expected for students per week.
10 office hours per week

6

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	Recognize the relevance of literary linguistics; collocation, deviation and word play; rhyme, rhythm and parallelism; Rhyme, rhythm and parallelism; Rhyme, rhythm and parallelism; Narration and representation of speech and thought; Reader positioning and response	1. Lectures 2. Class discussion 3. In-class exercises Extra handouts	1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the novels to be covered 4. Midterms 5. Research papers Final written exam
2.0	Cognitive Skills		
2.1	Analyze linguistically literary texts of various genres	Teaching strategies to be used to develop these cognitive skills 1. Lectures. 2. Class discussions. 3. Presentations 4. Assignments	Methods of assessment of students cognitive skills 1. Class participation 2. Presentations 3. Research papers 4. Midterms and exams 5. Group assignments
3.0	Interpersonal Skills & Responsibility		
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	Enforcing deadlines and rules mentioned in the syllabus.

		the beginning of each term.	
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		
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	None		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1 st midterm	Week 7	15%
2	Participation	throughout	5%
3	Quizzes	throughout	10%
4	Project of linguistically analyzing a literary text	At the end	15%
5	2nd midterm	Week 14	15%
6	Final	End of term	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)
6 office hours per week; email

E Learning Resources

<p>1. List Required Textbooks</p> <p><i>I. Montgomery, M. , Durant, A., Fabb, N., Firmoss. T., & Mills, S. (2007). Ways of Reading: Advanced Reading skills for students of English literature (3rd ed.). London: Routledge</i></p> <p>2. <i>Handouts</i></p>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p>Adrian Beard (Series Editor), Adrian Beard (Series Editor), <i>How Texts Work</i>, published 08/05/2003 Richard Bradford, <i>Stylistics</i>, published 27/02/1997 Ronald Carter, Angela Goddard, Danuta Reah, Keith Sanger, Nikki Swift , <i>Working with Texts</i>, published 13/12/2007 Ronald Carter, and Peter Stockwell, <i>The Language and Literature Reader</i> , published 07/04/2008 Terrence Hawkes, C. <i>Language, Signs, Literature</i>, published 17/10/2002 John Haynes, <i>Style</i>, published 18/05/1995 Jonathan Hope and Laura Wright, <i>Stylistics</i>, published 07/12/1995 Sara Mills, <i>Feminist Stylistics</i>, published 22/06/1995 Mark Robson and Peter Stockwell, <i>Language in Theory</i>, published 01/02/2005. The Routledge English Language Introductions Elena Semino, Mick Short, <i>Corpus Stylistics</i>, published 24/06/2004. Routledge Advances in Corpus Linguistics Paul Simpson, <i>Stylistics</i>, published 20/05/2004, Routledge English Language Introductions Joanna Thornborrow and Shân Wareing, <i>Language, Signs, Literature</i>, published 05/03/1998 York: Cornell University Press, 1967. Navarette, Susan J. <i>The Shape of Fear: Horror and the Fin-de-Siecle Culture of Decadence</i>. Lexington: University of Kentucky Press, 1998. Stape, J. H., ed. <i>The Cambridge Companion to Joseph Conrad</i>. Cambridge: Cambridge University Press, 1996.</p>
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>. Recommended Books and Reference Material (Journals, Reports, e tc) (Attach List) See section above, please.</p>
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>Resources on the Web:</p> <p>Further Resources on the Web: Resources on the Web:</p> <ul style="list-style-type: none"> • Resources in Stylistic and Literary Analysis www.fabula.org/actualites/article2252.php • Exploring the Language of Poems, Plays and Prose.(Review) - Style ... www.encyclopedia.com/doc/1G1-54637202.html • Oxford Introductions to Language Study Stylistics - Oxford ... www.oup.com.au/titles/elt/teacher_development/oxford_introductions_to_language_study/9780194372404 • Out of Style: Reanimating Stylistic Study in Composition and ... www.compositionstudies.tcu.edu/bookreviews/online/36-2/lockhart_PF.html • Internet Archive: Details: Stylistics Of Poetry www.archive.org/details/StylisticsOfPoetry • Stylistics - Intute: Arts and Humanities



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www.intute.ac.uk/artsandhumanities/cgi-bin/browse.pl?id=200498

. Other learning material such as computer-based programs/CD, professional standards/regulations
Students are encouraged to refer to electronic English-English dictionaries that offer pronunciation of words and phrases

Faculty or Teaching Staff: _____

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

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

Signature: _____ **Date:** _____

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.) Large enough classrooms and labs. Enrollment in each class shouldn't exceed 30.
2. Technology resources (AV, data show, Smart Board, software, etc.) Laptops, overhead projectors, computer labs, MS Office programs, academic software
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Dictionaries, concordances, English- skills software, Linguistic and language atlases, original copies of MS Office programs.

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 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 each others' students 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. Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given 4. Encouragement of faculty members to attend professional development conferences. 5. Keep up to date with pedagogical theory and practice 6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
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) 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
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.



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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

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____