|  |  |
| --- | --- |
| **Course Title:** | **Prose & Style** |
| **Course Code:** | **ENG 429** |
| **Program:** | **B.A English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | | **√** | Department | | | |  | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **7th /4th year** | | | | |
| **4. Pre-requisites for this course** (if any)**: Eng.323** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: NA** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** |  |  |
| **2** | **Blended** |  | 100% |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 45 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description The course introduces the analysis of naturally connected discourse, spoken and written by providing them with some theoretical basis (i.e. exposing students to the different approaches to the analysis of the communicative functions of language), and more importantly providing students with tools to analyze a wide variety of discourse types. |
|  |
| 2. Course Main Objective |
| 1. Discuss the features characterizing spoken discourse vs. those characterizing written discourse.  2. Demonstrate knowledge that the differences in 1 above depend largely on genres of texts.  3. Explain the basic concepts and main approaches to discourse analysis.  4. Apply the different approaches on short utterances  5. Analyze authentic discourses (longer stretches of language) |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Recognising the meaning of discourse analysis and its related concepts. | K1 |
| 1.2 | Identifying approaches to discourse analysis | K1 |
| 1.3 | Recognizing the different steps of discourse analysis. | K1 |
| 1.4 | Analysing corpora and doing multimodal discourse analysis | K2 |
| **2** | **Skills :** |  |
| 2.1 | Ability to think critically and analytically. | S1 |
| 2.2 | Ability to retain information by understanding material. | S1 |
| **3** | **Values:** |  |
| 3.1 | Students can complete assignments in due time | V1 |
| 3.2 | Students can participate in class discussion and think critically | V1 |
| 3.3 | Students can act responsibly in peer/group activities | V2 |
| 3... |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | General introduction to the course | **3 hours** |
| 2 | **Chapter 1**: What is discourse analysis? | **3 hours** |
| 3 | **Chapter 2:** What is discourse analysis? | **3 hours** |
| 4 | **Chapter 3:** Differences between Spoken and Written Discourse | **6 hours** |
| 5 | **Chapter 4:** Discourse & Pragmatics | **3 hours** |
| 6 | **Chapter 5:** Speech Acts | **6 hours** |
| 7 | **Chapter 6 +7:** Felicity Conditions + The cooperative principle | **6 hours** |
| 8 | **Chapter 8:** Politeness theory and discourse | **6 hours** |
| 9 | **Chapter 9:** Discourse and conversation | **3 hours** |
| 10 | **Chapter 12:**  Discourse and identity | **3 hours** |
| 11 | **Revision** | **3 hours** |
| 12 | **Final Exam** |  |
| **Total** | | 45 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Recognising the meaning of discourse analysis and its related concepts. | Lectures | Quizzes |
| 1.2 | Identifying approaches to discourse analysis | Class discussion | Class exercises and assignments |
| 1.3 | Recognizing the different steps of discourse analysis. | Reading and text analysis | Mid terms |
| 1.4 | Analysing corpora and doing multimodal discourse analysis and | Collaborative learning/group work | Final exam |
| **2.0** | **Skills** | | |
| 2.1 | Ability to think critically and analytically. | 1-Lectures / students will be introduced to the theoretical material where they will be given more examples and details until they understand | Class participation |
| 2.2 | Ability to retain information by understanding material. | 2-Class discussions / students will be asked questions to show their understanding as well as encouraging them to ask questions, and answering their inquiries | Quizzes |
| 2.3 | Decrease dependence on memorization. | 3-Class exercises / to further explain the theoretical material as well as to show how much the students understand | Group work evaluation |
| 2.4 | Use internet resources for academic English | Teacher’s guidance and encouragement for internet resources | Assignments |
| **3.0** | **Values** | | |
| 3.1 | Students can complete assignments in due time | 1.Lectures in which students are made aware of the significance of time management | 1.Active class participation reflects the student’s ability to keep up with the reading schedule |
| 3.2 | Students can participate in class discussion and think critically | 2.Posing questions that encourage class discussion and critical thinking | 2.Performance on midterms and final exams are evidence of the student’s ability to recollect and synthesize information |
| 3.3 | Students can act responsibly in peer/group activities | 3.Discussions with students on ethical behavior in conducting research | 3.Supervision of in-class group work in order to oversee students’ interaction and ability to work together |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **1st Mid Term Exam** | **7th** | **20%** |
| **2** | **Quiz** | **5th** | **05%** |
| **3** | **2nd Mid Term Exam** | **11th** | **20%** |
| **4** | **Assignments/Project/Presentation** | On-Going | **05%** |
| **5** | **Final Exam** | End of the Semester | **50%** |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| Wednesday: (09:00 to 11:00 )  Email : r.bibi@mu.edu.sa |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Paltridge, B. (2012). Discourse Analysis: An Introduction. London: Continuum Discourse. |
| **Essential References Materials** | * *Jones, R. (2012). Discourse analysis: a resource book for students. Routledge* * *Tannen, D., Hamilton, H. & Schiffrin, D. (2001).*   *The handbook of discourse analysis. edited by Deborah. USA: Blackwell* |
| **Electronic Materials** | http://diskurs.hum.aau.dk/english/discourse.htm  http://changingminds.org/explanations/theories/speech\_act.htm  http://exchanges.state.gov/education/engteaching/pragmatics.htm  http://www.teaching-english-in-japan.net/directory/cat/148 |
| **Other Learning Materials** |  |

## 

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Lecture rooms for 30 students. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | Laptop, computer, internet, printer, photocopier, overhead projector, whiteboard, speakers |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Internet Access. |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of Teaching | Students | Student Surveys |
| Effectiveness of Assessment | Teachers | **Teacher Feedback** (Quizzes, mid-exams, Presentations, Assignments, Final exams)  Course Reports |
| Extent of Achievement of Course Learning Outcomes | Quality Assurance Unit | Course Reports  Annual Program Review |
|  |  |  |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |