

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENG 426

Discourse Structure and Strategies

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: Discourse Structure and Strategies - ENG 426		
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	<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"/>
Comments:		

B. Objectives

1. What is the main purpose for this course?

Students will be able to:

1. State the principles of discourse analysis
2. Describe the differences between spoken discourse and written discourse and define the continuum view
3. Explain how to link form to function
4. Recognize the various approaches to discourse analysis
5. Analyze authentic discourses using the various approaches to discourse analysis

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 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 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.

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

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

Course Description:

The course provides an overview of the different approaches to the study of discourse. It focuses on particular areas of interest in the field such as the relationship between language and context, cultural-specific ways of speaking and writing, as well as ways of organizing texts in particular social and cultural situations. It also provides the students with tools to analyze a wide variety of discourse types.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Definitions and background	1	3
Written discourse vs. Spoken discourse	1	3
Form and function and the role of context	.5	1
Pragmatics & Discourse: Speech Acts Analysis Practice session	1	3
Pragmatics & Discourse: The Cooperative Principle and maxims of conversation Practice session	1	3
Pragmatics & Discourse: Politeness Theory Practice session	2	6
Conversational Analysis (Opening & closing conversation; Adjacency pairs; Turn-taking) Practice session	2	6
Discourse in Society: Language and identity: age, gender, and ideology Practice session	2	6
Critical Discourse Analysis: CDA definitions, CDA tools; CDA Assumptions; CDA Functions: exposure of hidden biases and prejudices Practice sessions	3.5	11

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory	Practical	Other: Exams	Total
Contact Hours	Planned	42 hours	None	None	8 hours	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

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge Students should be able to:		
1.1	List the basic principles of discourse analysis	1. Lectures 2. Class discussion 3. In-class analysis of data 4. Extra handouts	1. Quizzes 2. Midterms 3. Final Exam
1.2	State the differences between written and spoken discourses and define the continuum view of the differences		
1.3	Outline the relationship between form and meaning in view of the role of context.		
1.4	Describe the main approaches to discourse analysis: speech acts; the cooperative principle; politeness theory; conversational analysis; identity in discourse; critical discourse analysis		
2.0	Cognitive Skills Students should be able to:		
2.1	Analyze authentic written and spoken discourses in view of the characteristics of each	1. Class discussions and collaborative and individual practice as well as group work on in-class activities.	1. Class participation 2. In-class analytical activities 3. Assignments 4. Analysis Project
2.2	Explain the patterns of illocutionary acts in authentic discourses		
2.3	Justify how the cooperative principle and maxims are manifested in authentic discourses		

2.4	Summarize how politeness strategies are patterned in authentic discourses	2. Direct instruction on helpful cognitive strategies such as analyzing natural data.	3. Midterms and Final Exams
2.5	Explain conversational structures (opening/closing conversations, turn-taking principles, adjacency pairs) in authentic conversations.		
2.6	Criticize how context affects how discourses are patterned in terms of illocutionary acts; maxims, politeness strategies, etc.		
2.7	Interpret how identities are reflected and constructed in discourse		
2.8	Analyze critically how authentic discourses utilizing CDA tools to expose biases and prejudices.		
2.9	Explain the relevance and significance of raw findings of discourse analyses and summarize the findings including only the significant ones and excluding others.		
2.10	Summarize the methodology used and major findings of published research articles.	1. Reading assignment of published studies 2. Direct instruction on how to identify methodology used and how to summarize major findings	1. Written assignment summarizing the methodology and findings of the study.
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	1st Midterm	7	15%
2	2nd Midterm	3	15%
3	Exercises, participation in class group discussion and/ or homework assignments	Throughout	10%
4	Quizzes/ LMS assignments		10%
5	Analysis Project and / or presentation		10%
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 hours per week; email

E. Learning Resources

1. List Required Textbooks Paltridge, Brian. (2006). Discourse Analysis. Continuum. Paltridge, Brian. (2012). Discourse Analysis, 2nd ed. Continuum.
2. List Essential References Materials (Journals, Reports, etc.) Wood, Linda and Rolf Kroger. (2000). Doing discourse Analysis. Sage Publications Tannen D., Hamilton, H., & Schiffrin D., (2018). The Handbook of Discourse Analysis, 2nd edition. Wiley Blackwell Publishing Ltd: UK.
3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) http://www.pragmatics.com
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. Students are encouraged to refer to electronic sites to get further needed references.

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 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.
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:** _____