ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENG 464

Genre Analysis

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: Genre Analysis - ENG 464
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   [ ]   What percentage?   [70]

   b. blended (traditional and online)   [ ]   What percentage?   [ ]

   c. e-learning   [ ]   What percentage?   [30]

   d. correspondence   [ ]   What percentage?   [ ]

   f. other   [ ]   What percentage?   [ ]

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 will be able to:
1. Demonstrate knowledge of the basics of genre and rhetorical theory
2. Demonstrate understanding of disciplines and institutions and how they affect writing
3. Examine different discourse communities, audiences, and expectations
4. Examine the writing done in academic and workplace contexts
5. Determine the generic properties of various text types
6. Demonstrate how recent writing technologies may have a role in changing writing conventions

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 students[1]:

Faculty: assessment and teaching methods applied in literature courses

Students:

Suggested workshops:
2. Basic skills with word processing software.
3. Plagiarism
4. Library research
5. Virtual classes
6. Critical and Investigative Thinking Skills
7. Comprehensive Reading of Literary Texts
8. 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:
This course introduces genre analysis by covering the basic principles and notions. The focus of the course will be on factors related to context, genre, and the changing nature of writing. Moreover, the course will introduce the generic properties of a variety of non-literary genres and will train students to analyze various texts representing those genres.

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

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Background	1	3
Key concepts: Discourse community, genre, task, genre knowledge	2	6
Research Articles in English	2	6
Other Research-Process Genres: Research Proposals, Research Grants, Theses and dissertations	2	6
Applications	2	6
Genre analysis in the writing classroom	1	6
Writing for/in a Discipline	2	6
Building Genre Knowledge	2	6
Final Review	1	1

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						

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
For each of the domains of learning shown below indicate:
- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;

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 basic principles of genre analysis and rhetorical theory	1. Class discussions. 2. Group presentations that require students to apply their knowledge to specific sociolinguistic issues. 3. Create forums for discussion. 4. Exercises on specific sociolinguistic situations.	1. Two midterms 2. Final exam 3. Group presentation. 4. Exercises 5. Quizzes. 6. Research papers
1.2	Recognize basic concepts: discourse community, genre, task		
1.3	Outline the generic properties of various types of texts		
2.0	**Cognitive Skills**		
2.1	Explain generic properties of actual texts of various types	1. Class discussions and collaborative and individual practice as well as group work 2. Direct instruction on helpful cognitive strategies such as analyzing natural data by using major concepts of genre analysis discussed in the class 3. Assigning small projects of text analysis of analyzing texts representing different genres 4. Requiring students to write texts in certain academic genres observing the set of identified generic properties of the genre	1. Students' performance on the genre analysis projects will aid in assessing how well students have mastered these skills 2. In-class performance when analyzing data 3. Students' performance on the written assignments and their evaluation of their own texts in view of the generic properties reflect the extent of student's mastery of the cognitive skills
2.2	Explain how recent writing technologies are changing writing conventions		
2.3	Analyze the approaches to genre analysis, such as Swale's Move analysis, to analyze real texts		
2.4	Write texts in the same types analyzed, applying the knowledge gained from genre analysis		
2.5	Analyze own writing and evaluate in view of the generic properties of the text type.		
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 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**		
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	1st midterm	8	15%
2	2nd midterm	13	15%
3	Weekly analysis of data	throughout	15%
4	Producing texts	throughout	15%
5	Final		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
Tardy, Christine. (2009). Building Genre Knowledge. Parlor Press
2. List Essential References Materials (Journals, Reports, etc.)
Johns, Ann. (2011). *Genre in the Classroom: Multiple Perspectives.* Routledge. Swales, John. (1990). Genre Analysis. Cambridge UP.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
None
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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. Technology 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

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____