



Course Specifications

Course Title:	Generative Grammar
Course Code:	42091318
Program:	B. A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	AL-BAHA UNIVERSITY

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A. Course Identification

1. Credit hours: 2 Hours			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered: The 6 th Level			
4. Pre-requisites for this course (if any): Morphology + Syntax			
5. Co-requisites for this course (if any): None			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30
Other Learning Hours*		
1	Study	30
2	Assignments	10
3	Library	5
4	Projects/Research Essays/Theses	5
5	Others(specify) Mid-term, quiz and final exam	
	Total	50

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

The course aims at introducing students to some of the current trends in generative grammar. Topics to be covered include: Introduction to the important concepts in Generative Grammar such as constituency, Trees, phrase structure rules, Structural relations, Binding Theory, X-bar Theory, and Case Theory.

2. Course Main Objectives

1. Familiarize students with the concept of Generative Grammar, its underlying thesis and the different stages in its history.
2. Acquaint students with the differences between traditional grammar, generative grammar, transformational grammar, and the differences between descriptive and prescriptive rules.
3. Introduce students to important concepts in Generative Grammar such as constituency, phrase structure rules, domination, principle of modification, C-command, binding, coindexation, R-expressions, pronouns and anaphors.
4. Help students produce paraphrases for ambiguous sentences and draw trees for each meaning.
5. Introduce students to some of current trends in generative linguistics such as Binding Theory, X-bar Theory, and Case Theory.
7. Help students draw tree diagrams using phrase structure rules and the x-bar theory.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Define the basic concepts in Generative Grammar	1.2
1.2	Recognize the constituent structures of phrases and sentences.	1.2
1.3	Identify important concepts in Generative Grammar such as: constituents, nodes, principle of modification, dominance, C-command, R-expressions, pronouns and anaphors, indexes, binding, and identify complement, adjuncts and specifiers in X-bar theory, etc.	1.2
2	Skills:	
2.1	Exemplify the types of phrases and show their constituents.	2.2
2.2	Produce paraphrases for ambiguous sentences and phrases and draw trees for each meaning.	2.2
2.3	Apply phrase structure rules and the X-bar theory format to draw tree diagrams to show the constituent structures of phrases and sentences. Differentiate between the different cases assigned to nouns.	2.2
2.4	Explain the motivation for simplifying the PSRs into X-bar theory.	2.2
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3

C. Course Content

No	List of Topics	No of Weeks	Contact Hours
1	Introduction to Generative Grammar	1	2
2	Constituency, Trees and Phrase Structure Rules Noun Phrase Verb Phrase Adjective Phrase Adverb Phrase Prepositional Phrase Adverb Phrase Simple Sentence Clausal Constituents Modification and Ambiguity	2+3	4
3	Structural Relations	4+5	4
4	Binding Theory	6+7	4
5	Mid-Term Test	8	2
6	The X-bar Theory Introduction Complements, Adjuncts, and Specifiers Drawing Trees in X-bar Theory S in X-bar Theory S'(S bar) in X-bar Theory	9+10 +11	6
7	Case Theory , The different cases assigned to nouns.	12+13	4
8	Review and practical exercises on the previous sections.	14+15	4
10	Final Exam		2
Total		16	32

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		
1.1	Define the basic concepts in Generative Grammar	<ul style="list-style-type: none"> - Lecturing - Class discussions - E-learning (e.g. Blackboard Learning) - Tutorial sessions. - Lectures - Class discussion - Collaborate learning/Team work - E- Learning Strategy (Blackboard-Rafid) 	<ul style="list-style-type: none"> - Quizzes - Midterm tests - Final tests - Presentations - Discussion Q - Quizzes, Class Participation, Assignments, Midterm and Final Exams.
1.2	Recognize the constituent structures of phrases and sentences.		
1.3	Identify important concepts in Generative Grammar such as: constituents, nodes, principle of modification, dominance, C-command, R-expressions, pronouns and anaphors, indexes, binding, and identify complement, adjuncts and specifiers in X-bar theory, etc.		
2.0	Skills		
2.1	Exemplify the types of phrases and show their constituents.	<ul style="list-style-type: none"> - Lecturing - Class discussions - E-learning (e.g. Blackboard Learning) - Tutorial sessions. - Classroom presentations. - Debates. - Encouraging Decision-making. - Pair work and group work. 	<ul style="list-style-type: none"> - Quizzes - Midterm tests - Final tests - Presentations - Group Discussion - Assignments
2.2	Produce paraphrases for ambiguous sentences and phrases and draw trees for each meaning.		
2.3	Apply phrase structure rules and the X-bar theory format to draw tree diagrams to show the constituent structures of phrases and sentences. Differentiate between the different cases assigned to nouns.		
2.4	Explain the motivation for simplifying the PSRs into X-bar theory.		
3.0	Competence		
3.1	Explain the differences between the basic semantic concepts introduced in the course.	<ul style="list-style-type: none"> • Checking attendance • Team/pair work • Assignments • Blackboard activities. 	<ul style="list-style-type: none"> • Attendance sheets • Blackboard • Emails
3.2	Produce paraphrases for ambiguous sentences and phrases.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	Illustrate the important semantic concepts.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz (oral and/or written)	All along	5%
2	Assignment/presentation	All along	5%
3	attendance and participation	All along	10%
4	Mid-Term Test (oral and/or written)	Week 9	20%
5	Final Written Exam	Week 16	60%

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

E. Student Academic Counseling and Support

<p>Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice: 1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)</p> <p>2 hours per course per week.</p>	
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F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	1. Required Text(s) Carnie, Andrew(2013) Syntax : A Generative Introduction . Oxford: Wiley- Blackwell. Third Edition.
Essential References Materials	1.Carnie, Andrew(2008) Constituent Structure. Oxford University Press. 2. Radford, Andrew (2004) Minimalist Syntax: Exploring the Structure of English. Cambridge University Press. 3. Radford, Andrew (1988) Transformational Grammar: A First Course. Cambridge: Cambridge University Press. 4. Bornstein, Diane D. D. (1984) An Introduction to Transformational Grammar. University Press of America.
Electronic Materials	Electronic Materials, Web Sites etc. en.wikipedia.org/wiki/Transformational_grammar www.wisegeek.com/what-is-transformational-grammar.htm http://people.umass.edu/kbj/homepage/Content/601_lectures.pdf http://www.pdf-search-engine.com/transformational-grammar-pdf.html

	http://www.osun.org/transformational+generative+grammar-pdf.html
Other Learning Materials	Other learning material such as computer-based programs/CD, professional standards/regulations Subscribe to http://www.turn-it-in.com to detect plagiarism

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be equipped with a white board and large enough to accommodate 50 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> 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.	
Date	



Course Specifications

Course Title:	Discourse Analysis
Course Code:	42091409
Program:	English Language
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	AL-BAHA UNIVERSITY

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A. Course Identification

1. Credit hours: 3
2. Course type a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 6
4. Pre-requisites for this course (if any): None
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3	80%
2	Blended	3	10%
3	E-learning	3	10%
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	45hours
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	
Other Learning Hours*		
1	Study	
2	Assignments	3
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

(Note: General description in the form to be used for the Bulletin or Handbook should be attached).

This course introduces the students to the basic notions of discourse and the development of discourse analysis. It provides them with an introduction about discourse analysis and the different approaches used in the analysis of any piece of discourse (i.e, speech act theory, interactional sociolinguistics, ethnography of communication, pragmatics, conversation analysis, and variation theory). Discourse here is defined as the study of the organization of language above the sentence level, but also as any manifestation of language in context. The course will involve students in theoretical discussions and practical, hands-on experience in analysing discourse, which is expected to help them understand how discourse is structured to realise communication.

2. Course Main Objective

Summary of the main learning outcomes for students enrolled in the course.

In this course students, ask how sense is made of what is read, how well constructed texts as opposed to incoherent ones can be recognized and how speakers who can communicate more than they say are understood. Text analysis gives some insight into how writers or speakers structure what they want to say. These insights represent crucial factors in our judgements on the text. In discourse analysis, people arrive to interpretations that are in line with their experience of the way the world is.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Recognize the main concepts in discourse Analysis such as: sentence, text, discourse, cohesion, coherence, schema, connections, genre, register, style, and speech events	1.2
1.2	Trace the development of discourse analysis and its relationship with other disciplines.	1.2
1.3	Describe the different theoretical and experimental approaches used in discourse analysis.	1.2
2	Skills:	
2.1	Explain the main criteria of discourse analysis and the main aspects of conversational analysis.	2.2
2.2	Distinguish between different types of texts/genres with illustrative examples	2.2
2.3	Identify the cohesive devices/discourse markers connecting spoken or written text/discourse.	2.2
2.4	Analyze any piece of discourse (spoken and written) with reference to the different aspects of discourse analysis that discussed in the class.	2.2
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3

C. Course Content

No	List of Topics	Contact Hours
1	Discourse in relation to linguistic units: - word, sentence, text, discourse; - the difference between discourse and text; - text analysis & discourse analysis	3
2	- Genre (fiction – nonfiction), Texts types - Register and style	3
3	Development of Discourse Analysis Approaches to Discourse: Structural & Functional Approaches to Discourse Analysis: speech Act theory, Interactional Sociolinguistics, Ethnography of Communication, pragmatics, conversational analysis, etc. Criteria of a Qualified Discourse	6
4	The Relationship between Coherence & Cohesion - Types of Coherence - Types of Cohesion	6
5	Elements of Discourse Analysis: Social relationships between the participants; Shared knowledge between them (Schema theory); Context of Situation Discourse type: spoken or written;	6
6	Discourse Structure at the Micro Level: Thematic structure & Information structure	3
7	Discourse Function: Transactional & Interactional	3
8	Conversational Analysis: Turn taking in conversation; Overlap in Conversation; Sequence and structure: (adjacency pairs, pre-sequences- Insertion sequences-repairing sequences)	6
9	Topics, settings & relationships in conversation (speech act)	3
10	Use of hedges in cooperative conversation	3
11	Critical Discourse Analysis Age, gender, religious & political texts for analysis	3
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		
1.1	Recognize the main concepts in discourse Analysis such as: sentence, text, discourse, cohesion, coherence, schema, connections, genre, register, style, and speech events	1. Lectures 2. Class discussion 3. Collecting discourse analysis data from students' environment and trying to analyse them and relate them to issues discussed in class	1. Quizzes 2. A mini discourse analysis project 3. Midterms/Objective and Essay questions 4. Final written exam
1.2	Trace the development of discourse analysis and its relationship with other disciplines.	4. Small group discussions	
1.3	Describe the different theoretical and experimental approaches used in discourse analysis.	- 5. <i>Tutorial sessions</i>	
2.0	Skills: cognitive skills		
2.1	Explain the main criteria of discourse analysis and the main aspects of conversational analysis.	1. Lectures/teaching students how to understand, appreciate and integrate various discourse analysis concepts Class discussions/teaching students to think critically and independently and engage in group discussions	1. Quiz 2. Midterms and final examination 3. Final exam
2.2	Distinguish between different types of texts/genres with illustrative examples		
2.3	Identify the cohesive devices/discourse markers connecting spoken or written text/discourse.		
2.4	Analyze any piece of discourse (spoken and written) with reference to the different aspects of discourse analysis that discussed in the class.		
3.0	Competence		
3.1	Explain the differences between the basic semantic concepts introduced in the course.	• Checking attendance • Team/pair work • Assignments Blackboard activities.	• Attendance sheets • Blackboard • Emails
3.2	Produce paraphrases for ambiguous sentences and phrases.		
3.3	Illustrate the important semantic concepts.		

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes /	Week3	5%
2	Mid-term	Week 8	20%
3	Assignment/presentation	All along	5
4	attendance and participation	All along	10
5	Final exam	Week 16	60%
	Total		100 %

*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:
3 hours per week

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<p>1. Required Text(s)</p> <p>1 – Brown, G. and Yule, G. (1983). <i>Discourse Analysis</i>. Cambridge: CUP.</p> <p>2- Finegan, E. (2004) <i>Language: Its Structure & Use</i>. Wadsworth</p>
Essential References Materials	<p>1-Cutting, J. (2002). <i>Pragmatics & Discourse</i>. Routledge.</p> <p>2-Nunan, D. (1993) <i>Introducing Discourse Analysis</i>. Penguin.</p> <p>3-Johnstone, B. (2002) <i>Discourse Analysis</i>. Blackwell.</p> <p>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <p>1- Cameron, D. (2001) <i>Working with Spoken Discourse</i>. Sage Publications.</p> <p>2- Chafe, W. (1994) <i>Discourse, Consciousness & Time</i>. University of Chicago Press.</p> <p>3 – Brown, G. & G. Yale. (1983) <i>Discourse Analysis</i>. Cambridge University Press.</p> <p>4 – Halliday, M. & R. Hasan. (1976) <i>Cohesion in English</i>. Longman.</p> <p>5 – Schiff, D., D. Tannen & H. Hamilton (eds). (2002) <i>Handbook of Discourse Analysis</i>. Blackwell.</p> <p>6 – Carter, R. & M. McCarthy. (1994) <i>Language as Discourse</i>. Longman.</p>
Electronic Materials	<p>- Electronic Materials, Web Sites etc</p> <p>http://en.wikipedia.org/wiki/Discourse Analysis</p>
Other Learning Materials	<p>1 such as computer-based programs/CD, professional standards/regulations</p> <p>Laptop computer - projector system</p>

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be large enough to accommodate 50 students
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> - Data show to facilitate going over student papers in class - E-learning (Blackboard -Rafid)
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show to facilitate going over student papers in class

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> • Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> • Student Surveys • Formal Classroom • Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> • Development Unit • Assessment Committee • External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> • Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> • Teacher Feedback. • Student Feedback. • Course Report. 	<ul style="list-style-type: none"> • 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	
Reference No.	
Date	



Course Specifications

Course Title:	Translation 2
Course Code:	42091324
Program:	B. A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	AL-BAHA UNIVERSITY

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1. Learning Resources	7
2. Facilities Required.....	7
G. Course Quality Evaluation	8
H. Specification Approval Data	8

A. Course Identification

1. Credit hours: 2			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: Level 6			
4. Pre-requisites for this course (if any): Translation 1			
5. Co-requisites for this course (if any): Translation 1			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	28	%80
2	Blended	2	%10
3	E-learning	2	%10
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	28
2	Laboratory/Studio	
3	Tutorial	
4	Others (Assignments and research)	4
	Total	32
Other Learning Hours*		
1	Study	28
2	Assignments	2
3	Library	
4	Projects/Research Essays/Theses	2
5	Others (None)	
	Total	32

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course contains the introduction, through translation, of contrasts between English and Arabic sentence patterns and usage. The range of vocabulary is wider and the grammar is more complex in the passages given in Translation (1). This course is also of a purely practical nature.

2. Course Main Objective

- 1- Improve students' ability to translate English passages to proper Arabic and vice versa in a given time
- 2- Teach students how to use the dictionary effectively to precisely translate vocabulary and terminology within their context.
- 3- Help students practice different kinds of passages while emphasizing the importance of remaining faithful to the text in providing a general meaning of a certain passage.
- 4- Class-practice translation teaches students good time management.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	To relate new knowledge to existing knowledge, promotes noticing and language awareness, and highlights the differences and similarities between the new and existing language.	1.2
1.2	Recognize modern translation theories.	1.2
1.3	Describe the history and development of translation studies and translation theory.	1.2
2	Skills :	
2.1	To translate soundly and properly both certain Arabic and English passages in a given time.	2.2
2.2	To use the dictionary effectively should be improved.	2.2
2.3	Identify the techniques needed to resolve translation difficulties.	2.2
2.4	To develop students' researching skills – (wording, meanings, vocab, jargon,) background information.	2.2
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3

C. Course Content

No	List of Topics	Contact Hours
1	General introduction to translation theories	2
2	Strategies to translate from Arabic into English and from English into Arabic	2
3	Copies of different Arabic and English passages are provided by the instructor every class. Students are asked to translate the passages in a given time.. Then students' translations are worked on board so students are able to differentiate between a good and a weak translation.	2
4	Copies of different Arabic and English passages are to be translated.	2
5	Copies of different Arabic and English passages are to be translated.	2
6	Copies of different Arabic and English passages are to be translated.	2
7	Copies of different Arabic and English passages are to be translated.	2
8	Mid-Term Exam	2
9	Copies of different Arabic and English passages are provided by instructor every class and students are asked to translate ascertain passage in a given time .The instructor helps the students.	2
10	Copies of different Arabic and English passages are provided by instructor every class and students are asked to translate ascertain passage in a given time .The instructor helps the students.	2
11	Copies of different Arabic and English passages are provided by instructor every class and students are asked to translate ascertain passage in a given time .The instructor helps the students.	2
12	Copies of different Arabic and English passages are provided by instructor every class and students are asked to translate ascertain passage in a given time .The instructor helps the students.	2
13	Copies of different Arabic and English passages are provided by instructor every class and students are asked to translate ascertain passage in a given time .The instructor helps the students.	2
14	Copies of different Arabic and English passages are provided by instructor every class and students are asked to translate ascertain passage in a given time .The instructor helps the students.	2
15	Final Exam	2

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		
1.1	To relate new knowledge to existing knowledge, promotes noticing and language awareness, and highlights the differences and similarities between the new and existing language.	<ul style="list-style-type: none"> Class Discussion Class practice 	1.- Mid-Term Exam 2. Quizzes 3. Final written exam
1.2	Recognize modern translation theories.		
1.3	Describe the history and development of translation studies and translation theory.		
2.0	Skills		
2.1	To translate soundly and properly both certain Arabic and English passages in a given time.	1-Discussion . In lectures 2. Class practice	1.- Mid-Term Exam 2. Quizzes 3. Final written exam
2.2	To use the dictionary effectively should be improved.		
2.3	Identify the techniques needed to resolve translation difficulties.		
2.4	To develop students' researching skills – (wording, meanings, vocab, jargon,) background information.		
3.0	Competence		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	1.- Mid-Term Exam 2. Quizzes 3. Final written exam	1.- Mid-Term Exam 2. Quizzes 3. Final written exam
3.2	To use technology for language learning, communication and research.		
3.3	To maintain punctuality and ethical tributes		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Term Test	Week 8	30 %
2	Participation, assignments and quizzes	All along	10%
3	Final Exam	Week 16	60%
4	Mid-Term Test	Week 8	%30
5	Participation, assignments and quizzes	All along	10%
6	Final Exam	Week 16	60%

*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 :

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)
2 hours

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	1. <u>Translation or students and beginners</u> , by Akram Mo'men.
Essential References Materials	2. Essential References (books of translation):
Electronic Materials	Web-Cite (A knowledge base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre)
Other Learning Materials	5- Other learning material such as computer-based programs/CD, professional standards/regulations

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	1-Lecture rooms should be large enough to 50 accommodate students
Technology Resources (AV, data show, Smart Board, software, etc.)	2. Computing resources Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	laboratory equipment

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> 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	
Reference No.	
Date	



Course Specifications

Course Title:	Elizabethan Drama
Course Code:	42091320
Program:	B. A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	Al Baha University

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A. Course Identification

1. Credit hours: 2			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered: 6 th Level			
4. Pre-requisites for this course (if any):			
Appreciating Drama 17091323			
5. Co-requisites for this course (if any):			
None			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30
Other Learning Hours*		Other Learning Hours*
1	Study	30
2	Assignments	10
3	Library	5
4	Projects/Research Essays/Theses	5
5	Others (specify)	
	Total	50

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces students to English Drama by way of carefully selected texts. The course emphasizes the primarily theatrical nature of the drama, rather than the purely literary, and students learn how to analyze plot and character. The stress is on understanding the nature of the dramatic mode.

2. Course Main Objective

1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual plays.
- 2- Acquaint students with dramatic elements, techniques and conventions.
- 3- Introduce students to various kinds of drama (tragedy, comedy and tragicomedy) and build up the taste for and the understanding of the various moods, feelings aroused by such kinds.

4. Teach students how to write research papers on the plays.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	recognize the basic dramatic kinds	1.3
1.2	To identify dramatic elements, plot, characters, themes, structure and style of the individual plays	1.3
1.3	To recognize the classical (16 th C. and Renaissance) heritage	1.3
1.4	demonstrate knowledge of the characteristics of drama as literary genre as well as a theatrical event.	1.3
2	Skills :	
2.1	to express critically and analytically	2.3
2.2	to use literary and academic English	2.3
2.3	to appreciate the reception of the play with the cultural milieu of the audience (according to change of audience throughout time and place)	2.3
2.4	to analyze and compare different plays and kinds of drama	2.3
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3

C. Course Content

No	List of Topics	Contact Hours
1	Shakespeare's theatre, Elizabethan ideas, the age of the renaissance	Week1-2
2	Play no. 1- Christopher Marlowe's <i>Dr. Faustus</i> (Extra emphasis is put on textual analysis) plot analysis, Medieval versus Renaissance, the struggle between good and evil, over-ambition, power as a corrupting influence, and the divided nature of man.	Weeks

	OR Ben Jonson's <i>Volpone (The Fox)</i> Mid-term Exam	3-8
3	Play no. 2 Hamlet (Extra emphasis is put on textual analysis) plot analysis, soliloquies, madness, misogyny, Hamlet's character, hesitation, man of thought versus man of action, conscience. Hamlet's foils: Fortinbras and Laertes. Closet scene, play within the play. OR <i>Othello</i> , by Shakespeare.	Weeks 9-14
4	Research papers and presentations	15 th week
5	Final Exam	16 th

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		
1.1	To introduce the basic dramatic kinds	1. Lectures 2. Class discussion 3. Skimming / scanning	1. quizzes 2. Midterm exam 3- homework 4. Final written exam
1.2	To identify dramatic elements, plot, characters, themes, structure and style of the individual plays		
1.3	To recognize the classical (Greek and Roman) heritage		
1.4	demonstrate knowledge of the characteristics of drama as literary genre as well as a theatrical event.		
2.0	Skills		
2.1	to express critically and analytically	Lectures 2. Classroom discussions 3. Group discussions 4. Classroom presentations	Written exams 2. Discussion groups 3- Homework assignments 4. Quizzes
2.2	to use literary and academic English		
2.3	to appreciate the reception of the play with the cultural milieu of the audience (according to change of audience throughout time and place)		
2.4	to analyze and compare different plays and kinds of drama		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.0	Competence		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<ul style="list-style-type: none"> • Checking attendance regularly • Team/pair work assignments • Blackboard Forums Blackboard H.W. 	<ul style="list-style-type: none"> • Attendance sheets • Blackboard Emails
3.2	To use technology for language learning, communication and research.		
3.3	To maintain punctuality and ethical tributes		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	6	5
2	Midterm exam	8	20
3	Quiz 2	10	5
4	homework + Class participation	weekly	5
5	Research papers	14	5
6	Final exam	16	60
7	Quiz 1	6	5
8	Midterm exam	8	20

*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 :

Academic counseling hours and office hours

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<p>Required Text(s)</p> <p>Sophocles' Oedipus the King</p> <p><i>Volpone</i> by Christopher Marlowe</p>	
Essential References Materials	<p>2. Essential References</p> <ul style="list-style-type: none"> - Bently, Eric, <i>Bernard Shaw: 1886-1950</i>, Methuen, London, 1957 - Chesterton, G.K., <i>George Bernard Shaw</i>, Marx Reinhardt, London 1961. - Dukore, Bernard, <i>Bernard Shaw</i>, Director, University of Washington Press, Seattle, 1971. <p>Gibbs, A.M., <i>Shaw, Oliver and Boyd</i>, Edinburgh, 1965</p> <p>Abrams, A.H., <i>A Glossary of Literary Terms</i>, Holt- Saunders International Editions, Japan, 1984.</p>	
Electronic Materials	<p>Electronic Materials, Web Sites etc</p> <p>Sophocles www.en.wikipedia.org/wiki/Oedipus</p> <p>Oedipus King Oedipus Rex Essays Papers www.123helpme.com/preview</p> <p>Background on Drama, Generally and applications to Sophocles's plays www.aug.edu/2nprinsky/Humn2111</p> <p>Study Guide for Sophocles' Oedipus the King www.temple.edu/classics/oedipus</p> <p>Arms and the Man www.enwikipedia.org/wiki/Arms-and-the-man</p> <p>Analysis of Arms and the Man www.123helpme.com/preview</p> <p>Web-Cite (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre)</p>	
Other Learning Materials	<p>Other learning material such as computer-based programs/CD, professional standards/regulations</p> <p>Signed Student Code of honour explained during student orientation to university to protect against plagiarism</p>	

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2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be equipped with a white board and large enough to accommodate 25-35 students. Wifi internet connection
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show to facilitate going over student papers in class.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> 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.	
Date	



Course Specifications

Course Title:	Nineteenth Century Novel
Course Code:	42091322
Program:	B.A in English Language & Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	AL-BAHA UNIVERSITY

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A. Course Identification

1. Credit hours:	3 hours
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level 6
4. Pre-requisites for this course (if any):	
The Rise of the Novel	
5. Co-requisites for this course (if any):	
None	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36 hours	80%
2	Blended	5 hours	10%
3	E-learning	4 hours	10%
4	Correspondence	0	0%
5	Other	0	0%

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	42 hours
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify) Mid – term + Final exam	3
	Total	45hrs
Other Learning Hours*		
1	Study	2hours
2	Assignments	1 hour
3	Library	1 hours
4	Projects/Research Essays/Theses	1hour
5	Others (specify)	0
	Total	5hours

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

A sense of the Victorian novel will be accompanied by close analysis of at least two novels, preferably early and late. Socio-political and philosophic contexts will be subordinated to the way the 19th century writers made use of the novel forms. Novels studied will be chosen from the works of Dickens, the Brontes, Austen, Thackeray, Trollope, Eliot, Meredith, Elizabeth Gaskell and Hardy.

2. Course Main Objectives

- 1- Improving student's reading and analytical skills.
- 2- Introducing students to the intellectual and social issues of the nineteenth century novel.
- 3-Teaching students how to analyze novels in terms of plot – characterization- theme ...etc.
- 4- Teaching students how to write about plot, themes and characters of the novels in discussion
- 5- Teaching students how to relate literary experience to personal experience.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Demonstrate knowledge of the social, and intellectual background of the Victorian Period.	1.3
1.2	To identify Literary Characteristics of 19 th Century Novels	1.3
1.3	Demonstrate knowledge of the biography of a 19 th Century novelists	1.3
2	Skills:	
2.1	Comment on the plot, and characters of a selected 19th-century novel	2.3
2.2	Analyze the novel's structure/elements	2.3
2.3	To appreciate and analyze literary texts.	2.3
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3
3.4	Express opinions/attitudes towards certain events, themes, and characters in the 19 th century novel	3.1

C. Course Content

No	List of Topics	Contact Hours
1	19 th Century Novel- Introduction	3
2	Novel #1 — <i>Great Expectations</i> by Charles Dickens -Introduction to the author, expectations, character development, plot analysis, major themes, style, setting, symbolism, education, and life in London, realism and idealism, crime, detective fiction, novel's ending.	15
3	Mid-Term Test	3
4	Novel # 2 – <i>The Return of the Native</i> by Thomas Hardy. Introduction to the author. The Novel: Point of View, plot analysis, characters, major themes, setting, Structure, Symbolism, Irony, Style, Opening Scene, Closing scene.	21
5	A Comparison of the two novels	3
...	Final Exam	3
Total		

D. Teaching and Assessment

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

Cod e	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Demonstrate knowledge of the social, and intellectual background of the Victorian Period.	<ul style="list-style-type: none"> - Lecturing - Class discussions - E-learning (e.g. Blackboard Forum) 	<ul style="list-style-type: none"> - Quizzes - Midterm tests - Final tests - Presentations
1.2	To identify Literary Characteristics of 19 th Century Novels		
1.3	Demonstrate knowledge of the biography of a 19th Century novelists		
2	Skills		
2.1	Comment on the plot, and characters of a selected 19th-century novel	<ul style="list-style-type: none"> - Lectures - Classroom discussions - Group discussions - Tutorial sessions - Classroom presentations - Debates 	<ul style="list-style-type: none"> Oral and written exams - Discussion groups - Homework assignments - Quizzes - Blackboard Forums
2.2	Analyze the novel's structure/elements		
2.3	To appreciate and analyze literary texts.		
3.0	Competence		

Cod e	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<ul style="list-style-type: none"> •Checking attendance regularly •Team/pair work assignments •Blackboard Forums •Blackboard H.W. 	<ul style="list-style-type: none"> • Attendance sheets •Blackboard •Emails
3.2	To use technology for language learning, communication and research.		
3.3	To maintain punctuality and ethical tributes		
3.4	Express opinions/attitudes towards certain events, themes, and characters in the 19 th century novel		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
	Quiz	4 th Week	5%
1	Mid-Term Test	Middle of Term	20%
2	Assignments, Participation and Quiz	All along	10%
3	Presentations and/or Papers	At the end	5%
4	Final Exam	At the end	60%
5	Total		100 %

*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 :

2 office hours per week

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	1- Hardy, Thomas. <u>The Return of the Native</u> . Norton Critical Edition 2- Dickens, Charles. <u>Great Expectations</u> . Norton Critical Edition
Essential References Materials	1- The Norton Anthology of English Literature. Fifth Edition. Vol2. New York: Norton &Company, 1999. 2- A Companion to Victorian Literature and culture. Herbert F. Tucker. New York: Blackwell Publishers, 1999. 3- The Nineteenth Century and after. Samuel Chew. New York: Appleton- Century – Crofts, 1967.
Electronic Materials	1- <u>Victorian Web Sites</u> (The most comprehensive list of web sites on Victorian literature. Maintained by Mitsuharu Matsuoka, Nagoya University, Japan.)

	<p>2- <u>Voice of the Shuttle: Victorian</u> (The model for all academic resource pages--rigorous conceptual organization of the database. Maintained by Alan Liu, University of California, and Santa Barbara.)</p> <p>3- <u>Victorian Web</u> (Elegant web-based hypertext on Victorian literature and culture, covering topics such as Social Context, Economics, Science, Technology, Politics, Literature, and the Visual Arts. Maintained by George P. Landow, Brown University.)</p> <p>4- <u>Literary Resources - Victorian British</u> (Easy-to-use list of Victorian web sites. Maintained by Jack Lynch, University of Pennsylvania.)</p> <p>5- <u>Victoria Research Web</u> (Web site for the Victoria listserve; contains search engine for the Victoria list archive and other valuable resources. Maintained by Patrick Leary, Indiana University, Dept. of History.)</p> <p>6- <u>LITIR Database on Victorian Studies</u> (Bibliography of current and forthcoming books and articles on the period. Maintained by Brahma Chaudhuri, University of Alberta.)</p> <p>7- <u>Web-Cite</u> (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre)</p> <p>8- www. QUESTIA.com</p>
Other Learning Materials	5- Other learning material such as computer-based programs/CD, professional standards/regulations

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	-Large enough classrooms and labs
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptops, overhead projectors, computer labs, MS Office programs.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Dictionaries, concordances, English- skills software, Linguistic and language atlases, original copies of MS Office programs

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> 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	
Reference No.	
Date	



Course Specifications

Course Title:	Appreciating Poetry
Course Code:	42091326
Program:	B. A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	AL-BAHA UNIVERSITY

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E. Student Academic Counseling and Support	7
F. Learning Resources and Facilities.....	7
1.Learning Resources	7
2. Facilities Required.....	7
G. Course Quality Evaluation	8
H. Specification Approval Data	8

A. Course Identification

1. Credit hours: 3 hours			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: Level 6			
4. Pre-requisites for this course (if any): None			
5. Co-requisites for this course (if any): None			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	35	80%
2	Blended	5	10%
3	E-learning	5	10%
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	10
4	Others (specify) Mid –Term & Final Examination	5
	Total	45
Other Learning Hours*		
1	Study	Free time
2	Assignments	= =
3	Library	= =
4	Projects/Research Essays/Theses	= =
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

The course is designed to introduce the student to English poetry in terms of its essential features as a literary genre. By focusing on selected poems of various types with a wide range of subject matter and theme, the student should gain knowledge of the craft of verse. The objective of this exercise is to equip the student with the necessary techniques to appreciate poetic meanings and how they are created. Poetic devices, such as personification, simile, metaphor etc. are used as tools or means to aid and help the student, but not as ends in themselves. The textbook chosen for this course has a glossary of literary terms for easy reference.

By the end of the course, the students are expected to have the level and understanding of manipulating language of the selected poems, the poetic effects and poetic meaning. (Note: The following poems are just samples; the instructor can choose some other suitable poems).

2. Course Main Objective

1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual poems
2. Teach students the important strategies to appreciate and understand poetry
3. Teach students to be aware of meanings of vocabulary, connotation and denotation of terms, imagery, figures of speech, speaker, theme
4. Teach students how to write analysis of poetry

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc.	1.3
1.2	Demonstrate knowledge about the poems' several aspects (poetic diction, denotations and connotations, imagery, symbolism, rhythm, figures of speech, meter, poetic terms, speaker and theme.)	1.3
1.3	Recognize the rhythms, metrics and other musical aspects of poetry.	1.3
2	Skills :	
2.1	Analyze the poems' several aspects (poetic diction, tone, imagery, symbolism, rhythm, figures of speech, meter, poetic terms, speaker and theme.)	2.3
2.2	Describe the various features and poetic devices employed in the given poems.	2.3
2.3	Appreciate poetry as a literary art form.	2.3
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1

CLOs		Aligned PLOs
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3
3.4	Develop an appreciation of cultural diversity by introducing poetry from a variety of cultures throughout the world.	3.1

C. Course Content

No	List of Topics	Contact Hours
1	Alfred, Lord Tennyson: The Eagle	3
2	Imagery: William Shakespeare: Winter, Spring, "All the World is a Stage"	3
3	Reading the poem, Philip Larkin: A Study of Reading Habits General exercises for analysis and Evaluation	3
4	-Denotation and Connotation: Emily Dickenson's "There is no frigate like a book" . - Reading Habits (Figures of speech, speaker, theme)	6
5	Imagery: Robert Browning: "Meeting at Night," "Parting in morning,"	3
6	Mid- Term Exam.	1
7	Types of Poems: 1. Descriptive Poetry: "The Dead Crab" , by Andrew Young 2. Reflective Poetry: "An Irish Man Foresees His Death" Sonnets: "Shall I compare Thee to a Summer's Day" or "When My love swears she is made of truth" by William Shakespeare. 3. Symbolic Poems: "The Road Not Taken" , by Robert Frost.	12
8	More selected poems <ul style="list-style-type: none"> Langston Hughes: "Dream Deferred", or "Cross" Francis Cornford: The Guitarist Tunes Up, Robert Francis: The Hound William Blake: The Sick Rose Jane Kenyon: The Letter William Blake's Chimney Sweeper Percy Shelley's Ozymandias Emily Dickenson's Much Madness is Divinest Sense 	12
9	Final Exam	2
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		
1.1	Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc.	Lecturing Class discussions E-learning (e.g. Blackboard Learning)	- Quizzes - Midterm tests Final tests Presentations Homework
1.2	Demonstrate knowledge about the poems' several aspects (poetic diction, denotations and connotations, imagery, symbolism, rhythm, figures of speech, meter, poetic terms, speaker and theme.)		
1.3	Recognize the rhythms, metrics and other musical aspects of poetry.		
2.0	Skills		
2.1	Analyze the poems' several aspects (poetic diction, tone, imagery, symbolism, rhythm, figures of speech, meter, poetic terms, speaker and theme.)	Lectures Classroom discussions Group discussions Tutorial sessions Classroom presentation Debates	Oral and written exams Discussion groups Homework assignments Quizzes Blackboard Forums
2.2	Describe the various features and poetic devices employed in the given poems.		
2.3	Appreciate poetry as a literary art form.		
3.0	Competence		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<ul style="list-style-type: none"> • Checking attendance regularly • Team/pair work assignments • Blackboard Forums Blackboard H.W. 	<ul style="list-style-type: none"> • Attendance sheets • Blackboard Emails
3.2	To use technology for language learning, communication and research.		
3.3	To maintain punctuality and ethical tributes		
3.4	Develop an appreciation of cultural diversity by introducing poetry from a variety of cultures throughout the world.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Term Test	Middle of term	20%
2	Assignments, Participation and Quiz	All along	10%
3	Presentations and/or Papers	At the end	10%
4	Final Exam	At the end	60%
5	Total		100%

*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 :

1 hour per course per week

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Sound and Sense, An Introduction to Poetry Laurence Purrine, Thomas R. ARP Eighth Edition
Essential References Materials	- Burgess, Anthony. <u>English Literature</u> . Longman: 1974. - <u>The Norton Anthology of English Literature</u> . Vol. 1
Electronic Materials	The most comprehensive Poetry website: www.poetry.com Poetry analysis www.Plagiarist.com Web-site (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre) www.Bookrags.com www.sparknotes.com www.e-notes.com www.gradesaver.com www.en7ikipedia.org/wiki/English poetry www.world English.org/poetry.htm www.englishverse.com/ www.amazon.com www.litcharts.com
Other Learning Materials	J. Reeves, The Poet's World, Longman - A Research Guide for Undergraduates in English & American Literature. MLA, 206 - MLA Handbook (as a reference guide on how to write a research paper)

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	-Lecture rooms should be large enough to accommodate 60 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer – projector system-Smart board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Audio- visual Laboratory

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> 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	
Reference No.	
Date	



Course Specifications

Course Title:	Second Language Acquisition
Course Code:	42091328
Program:	B.A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	Albaha University

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A. Course Identification

1. Credit hours: 2			
2. Course type : Linguistics			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: 6			
4. Pre-requisites for this course (if any): Applied Linguistics			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours 30		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30
Other Learning Hours*		
1	Study	30
2	Assignments	10
3	Library	5
4	Projects/Research Essays/Theses	5
5	Others (specify)	
	Total	50

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times.

B. Course Objectives and Learning Outcomes

1. Course Description

This course deals with the different themes and issues related to first and second language acquisition. Students should be familiarized with the major contemporary approaches to the study of first language acquisition

2. Course Main Objective•

- Critically discuss the similarities and differences between first and second language acquisition;
- Identify and discuss the different ways that learner language can be assessed and described by discussing key concepts such as "interlanguage", "language learner language", "error analysis";
- Discuss the reasons for variability that exists in language learner language and give examples of different types of such variability;
- Read more effectively research articles in SL journals;
- Critically discuss the strengths and weaknesses of various current SLA theories and identify elements in them that can be used in classroom;
- Identify the different types of communication strategies and assess their use in Classroom.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	To demonstrate knowledge of the main concepts of Second language acquisition such as interlanguage, acculturation, transfer, language aptitude and typological universals in language acquisition.	1.2
1.2	To identify the differences between first and second language acquisition focusing on L2.	1.2
1.3	To describe the different theories related to second acquisition/learning	1.2
2	Skills :	
2.1	Explain the linguistic factors affecting language learning.	2.2
2.2	Contrast language structures/elements in English and Arabic.	2.2
2.3	Discuss issues related to age, first language, and other individual differences and variables.	2.2
2.4	to analyse common errors produced by ESL/EFL learners.	2.2
3	Competence:	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3
3.4	Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of one team.	3.1

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the course	2 hours
2	The nature of learning language: acquisition & Learning- Foreign language & Second Language	2 hours
3	Factors Affecting Learner Language	
4	Behaviouristic Approach in SLA	2 hours
5	Cognitive Approach in SLA	2 hours
6	Mid-Term Test	2 hours
7	Sociological Approach in SLA	2 hours
8	Creative Construction Approach in SLA	2 hours
9	Interlanguage	2 hours
10	Social Aspects of Interlanguage	
11	Discourse Aspects of Interlanguage	2 hours
12	Psycholinguistic Aspects of Interlanguage	2 hours
13	Linguistic Aspects of Interlanguage Instruction & 2 nd Language Learning	2 hours
14	Final Exam	
Total		32

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		
1.1	To demonstrate knowledge of the main concepts of Second language acquisition such as interlanguage, acculturation, transfer, language aptitude and typological universals in language acquisition.	1.Lectures 2.Class discussion 3.Skimming scanning	1. Class participation 2. Quizzes 3.Homework 4.Midterm Exam
1.2	To identify the differences between first and second language acquisition focusing on L2.		4. Final written Exam 5. Presentations
1.3	To describe the different theories related to second acquisition/learning		
2.0	Skills		
2.1	Explain the linguistic factors affecting language learning.	1.Lectures 2.Class discussion 3.Skimming/scanning	1. Class participation 2. Quizzes 3.Homework 4.Midterm Exam
2.2	Contrast language structures/elements in English and Arabic.		4. Final written Exam 5. Presentations
2.3	Discuss issues related to age, first language, and other individual differences and variables.		
2.4	to analyse common errors produced by ESL/EFL learners.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.0	Competence		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<ul style="list-style-type: none"> • Checking attendance regularly • Team/pair work assignments • Blackboard Forums Blackboard H.W. 	<ul style="list-style-type: none"> • Attendance sheets • Blackboard Emails
3.2	To use technology for language learning, communication and research.		
3.3	To maintain punctuality and ethical tributes		
3.4	Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of one team.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 8	20%
3	A mini project in language acquisition/ A Short research paper or Presentations	At the end Week 16	10%
4	Final Exam		60%
5	Total		100 %
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 :

1. Contacting students during office hours.
2. Contacting students via electronic medium

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	1- Ellis, R. 1997. <u>Second Language Acquisition</u> . Oxford: OUP.
Essential References Materials	1-Ellis, R .(1985).Understanding Second Language Acquisition. Oxford :OUP 2- Cook, V. (1991). Second Language Learning and Language Teaching. London : Arnold. 3- Lightbown, P. & N. Spada (1993). How Languages are Learned. Oxford: OPU. 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Eliss, R. (1994). The Study of Second Language Acquisition. Oxford : OUP.
Electronic Materials	http://en.Wikipedia.org/wiki/Second-Language_acquisition http://homepage.Ntlworld.com/Vivian.c/SLA1 http://nadabs.tripod.com/acquisition/ http://cls.coe.utk.edu/lpm1esltoolkit103acquisition.html .
Other Learning Materials	Other learning material such as computer-based programs/CD, professional standards/regulations Signed Student Code of honour explained during student orientation to university to protect against plagiarism Subscribe to http://www.turn-it-in.com to detect plagiarism

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 50 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show to facilitate going over student papers in class

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> Students Classroom Observation Professional Development Unit External Reviewers such as the NCAAA 	<ul style="list-style-type: none"> Student Surveys Formal Classroom Observation
Effectiveness of Assessment.	<ul style="list-style-type: none"> Development Unit Assessment Committee External Reviewers such as the NCAAA. 	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Reports
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> Teacher Feedback. Student Feedback. Course Report. 	<ul style="list-style-type: none"> 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	
Reference No.	
Date	