



## Course Specifications

<b>Course Title:</b>	Stylistics
<b>Course Code:</b>	Eng-3/ 488
<b>Program:</b>	Bachelor's Program in English
<b>Department:</b>	Department of English
<b>College:</b>	Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardah (Female Campus), Dayer (Female Campus), and Farasan (Female Campus)
<b>Institution:</b>	Jazan University, Jazan (KSA)

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description.....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	4
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support .....</b>	<b>6</b>
<b>F. Learning Resources and Facilities.....</b>	<b>6</b>
1.Learning Resources .....	6
2. Facilities Required.....	6
<b>G. Course Quality Evaluation .....</b>	<b>7</b>
<b>H. Specification Approval Data .....</b>	<b>7</b>

## A. Course Identification

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

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

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

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)midterm quiz & assignment	
	<b>Total</b>	<b>45</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is a three hour credit course offered to bachelor degree students. The course focuses on the linguistic aspects and features of a text in order to understand how the text operates and how the readers engage in brining meaning to the text they encounter. It also specifically focuses on how various features in phonetic, phonological, syntactic, morphological and semantic levels influence the meaning making process. This course does have an emphasis on examination of grammar rules, lexis, semantics and phonological properties, and how discursive devices are used to seek the advantage of cultural aspects of meaning.

## 2. Course Main Objective

The objective of the course is to enable students to:

- Understand the notions of stylistics
- Conduct survey on stylistic aspects of a literary texts to enhance understanding
- Explain the intricacies of stylistics
- Apply the theories of stylistic study on reading texts

Analyze critically the dichotomy existing between the content and form

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding: students will be able to</b>	
1.1	Explain facts and definitions related to stylistics	K2
2	<b>Skills : students will be able to</b>	
2.1	Illustrate the role of rhetoric, and criticism in stylistics	S1
2.2	Emphasize the need for historical, pedagogical, and cognitive stylistics	S2
2.3	Demonstrate the relevance of stylistics in schema theory and narratology	S4
2.4	Explore the role of multimodality and stylistics in texts and contexts	S3
3	<b>Values: students will be able to</b>	
3.1	Appraise collaboratively for inductive rhetoric elements in a discourse.	V2

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction Stylistics: From classical rhetoric to cognitive neuroscience	3
2	Rhetoric and poetics: The classical heritage of stylistics	3
3	Reader response criticism and stylistics	6
4	(New) historical stylistics	6
5	Stylistics and relevance theory	3
6	Stylistics and Narratology	3
7	Pedagogical stylistics	3
8	Schema Theory in Stylistics	3
9	Cognitive Poetics	3
10	Feminist Stylistics	6
11	Multimodality and Stylistics	3
12	Revision	3
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	<b>Knowledge and Understanding: students will be able to</b>		
1.1	Explain facts and definitions related to stylistics	Lecture, group discussion, pair	<b>Type of Assessment:</b>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
...		work and classroom activities	Midterm, Quiz/ Assignment, Worksheets, Final Exam <b>Nature of Questions:</b> Any OBJECTIVE QUESTIONS or SHORT ANSWERS that involve <b>total recall from memory</b> .
<b>2.0</b>	<b>Skills: students will be able to</b>		
2.1	Illustrate the role of rhetoric, and criticism in stylistics	Lecture, group discussion, pair work and classroom activities	<b>Type of Assessment:</b> Midterm, Quiz/ Assignment, Worksheets, Final Exam <b>Nature of Questions:</b> ANALYTICAL QUESTIONS dealing with <b>rhetoric, poetics, and reader response criticism</b>
2.2	Emphasize the need for historical, pedagogical, and cognitive stylistics	Lecture, group discussion, pair work and classroom activities	<b>Type of Assessment:</b> Midterm, Quiz/ Assignment, Worksheets, Final Exam <b>Nature of Questions:</b> ANALYTICAL QUESTIONS dealing with <b>historical, pedagogical, and cognitive stylistics</b>
2.3	Demonstrate the relevance of stylistics in schema theory and narratology	Lecture, group discussion, pair work and classroom activities	<b>Type of Assessment:</b> Midterm, Quiz/ Assignment, Worksheets, Final Exam <b>Nature of Questions:</b> ANALYTICAL QUESTIONS dealing with <b>schema theory and narratology</b>
2.4	Explore the role of multimodality and stylistics in texts and contexts	Lecture, group discussion, pair work and classroom activities	<b>Type of Assessment:</b> Midterm, Quiz/ Assignment, Worksheets, Final Exam <b>Nature of Questions:</b> ANALYTICAL QUESTIONS dealing with <b>feminist stylistics</b>
<b>3.0</b>	<b>Values: students will be able to</b>		
3.1	Appreciate collaboratively for inductive rhetoric elements in a discourse.	Discussions, Group Work	Assignment (OR) Presentation <b>Suggestions:</b> Assignments should not be directly related to content from the prescribed text. The teacher could ask questions where <b>STUDENT ARE ENCOURAGED TO APPLY THEIR KNOWLEDGE IN A LITERARY TEXT</b> . Presentations should be on any topic EVEN if it is related to the prescribed materials. This is because the students

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			are judged based on how they blend knowledge and speaking/ presentation skills to give rise to this competence.

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	4-6	10
2	Assignment / Presentation	7-11	10
3	Midterm	8-10	20
4	Final Exam.	16-17	60
	<b>Total</b>		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:**

Office hours are observed for individual student's consultation and academic advice. Further, students are assigned an academic counsellor who offers guidance n academic and behavioural issues.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Burke, Michael. <i>The Routledge Handbook of Stylistics</i> . Routledge Publication .London. 2013.
<b>Essential References Materials</b>	Wales, Katie : <i>Dictionary of Stylistics</i> . Longman Publication. UK 1989. Lambrou, Marina and Peter Stockwel (Eds). <i>Contemporary Stylistics</i> . Routledge . UK. 2007. Jeffries, Lesley and Dan McIhtyre. <i>Stylistics</i> , Oxford University Press. 2010
<b>Electronic Materials</b>	<a href="https://lib2.colostate.edu/research/english/stylistics.html">https://lib2.colostate.edu/research/english/stylistics.html</a>
<b>Other Learning Materials</b>	Worksheets

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	2. Technology resources (AV, data show, Smart Board, software, etc.) All are needed, and are not yet available.

Item	Resources
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	1. Working projectors 2. Smart-boards 3. Internet in the classrooms 4. Computers 5. Libraries

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect)
Quality of Learning Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)

**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 (session # 2101)
Reference No.	43/54/25644
Date	29/9/21