



Course Specification

(Bachelor)

Course Title: Stylistics

Course Code: ENG488-3

Program: Bachelor's Program in English

Department: Department of Foreign Languages

College: College of Arts & Humanities (Jazn Male and Female Campus)

Institution: Jazan University

Version: 2024

Last Revision Date:



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A. General information about the course:

1. Course Identification

1. Credit hours:			
3 hrs.			
2. Course type			
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department
	<input type="checkbox"/> Track		<input type="checkbox"/> Others
B.	<input type="checkbox"/> Required		<input checked="" type="checkbox"/> Elective
3. Level/year at which this course is offered: Level Eight Elective/ Fourth Year.			
4. Course general Description:			
<p>This is a three-hour credit course offered to bachelor's degree students. The course focuses on the linguistic aspects and features of a text to understand how the text operates and how the readers engage in bringing 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.</p>			
5. Pre-requirements for this course (if any):			
ENG-253-3 Introduction to Linguistics.			
6. Co-requisites for this course (if any):			
None			
7. Course Main Objective(s):			
<p>The objective of the course is to enable students to:</p> <ul style="list-style-type: none"> - Understand the notions of stylistics - Conduct survey on stylistic aspects of 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 			

2. Teaching mode (mark all that apply)

Percentage	Contact Hours	Mode of Instruction	No
100	45	Traditional classroom	1
		E-learning	2
		Hybrid	
		<ul style="list-style-type: none"> • Traditional classroom • E-learning 	3





Percentage	Contact Hours	Mode of Instruction	No
		Distance learning	4

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Knowledge and understanding				1.0
Midterm, Quiz/ Assignment, Worksheets, Final Exam Nature of Questions: Any objective questions or short answers that involve total recall from memory	Lecture, group discussion, pair work and classroom activities	K2	Explain facts and definitions related to stylistics	1.1
Skills				2.0
Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam Nature of Questions: analytical questions dealing with historical, pedagogical, and cognitive stylistics	Lecture, group discussion, pair work and classroom activities	S1	Illustrate the role of rhetoric, and criticism in stylistics	2.1
Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam Nature of Questions: analytical questions dealing with historical, pedagogical, and cognitive stylistics	Lecture, group discussion, pair work and classroom activities	S2	Emphasize the need for historical, pedagogical, and cognitive stylistics	2.2
Type of Assessment:	Lecture, group	S4	Demonstrate the	2.3





Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Midterm, Quiz/ Assignment, Worksheets, Final Exam Nature of Questions: analytical questions dealing with historical, pedagogical, and cognitive stylistics	discussion, pair work and classroom activities		relevance of stylistics in schema theory and narratology	
Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam Nature of Questions: analytical questions dealing with historical, pedagogical, and cognitive stylistics	Lecture, group discussion, pair work and classroom activities	S3	Explore the role of multimodality and stylistics in texts and contexts	2.3
Values, autonomy, and responsibility				3.0
Assignment (OR) Presentation Suggestions: Assignments should not be directly related to content from the prescribed text. The teacher could ask questions where students are encouraged to apply their knowledge in a literary text. Presentations should be on any topic EVEN if it is related to the prescribed materials. This is because the students are judged based on how they blend knowledge and speaking/ presentation skills to give rise to this competence.	Discussions, Group Work	V2	Appreciate collaboratively for inductive rhetoric elements in a discourse.	3.1

C. Course Content

Contact Hours	List of Topics	No
4	Introduction Stylistics: From classical rhetoric to cognitive neuroscience	1.
4	Rhetoric and poetics: The classical heritage of stylistics	2.





	Reader response criticism and stylistics	
4	(New) historical stylistics	3
4	Stylistics and relevance theory	4
4	Stylistics and Narratology	5
5	Pedagogical stylistics	6
5	Schema Theory in Stylistics	7
5	Cognitive Poetics	8
5	Feminist Stylistics	9
5	Multimodality and Stylistics	10
45	Total	

D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10%	4	Quiz 1	1.
20%	9	Midterm	2.
10%	12	Assignment / Presentation	3.
60%	17	Final Exam	4
Total			100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

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

2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats.
Technology equipment	Technology resources (AV, data show, Smart



Items	Resources
(projector, smart board, software)	Board, software, etc.) All are needed, and are not yet available.
Other equipment (depending on the nature of the specialty)	Working projectors Smart boards Internet in the classrooms Computers Libraries

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Effectiveness of Students' assessment	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Quality of learning resources	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL (SESSION # 144607)
REFERENCE NO.	15036
DATE	26/12/2024

