

Text Linguistics (ENGT 353)

Level: 7

KINGDOM OF SAUDI ARABIA

THE NATIONAL COMMISSION FOR ACADEMIC
ACCREDITATION & ASSESSMENT

COURSE SPECIFICATIONS

Course Specification

Institution: King Saud University	Date:
College/Department: College of Languages and Translation English Language and Translation	

A. Course Identification and General Information

1. Course title and code: Text Linguistics - ENGT 353
2. Credit hours: 2 Credit hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) -English Language and Translation
4. Name of faculty member responsible for the course: Dr. Mubarak Alkhatnai
5. Level/year at which this course is offered: 7
6. Pre-requisites for this course (if any): ENGT 236
7. Co-requisites for this course (if any)
8. Location if not on main campus
9. Mode of Instruction (mark all that apply)

a. traditional classroom	<input type="text"/>	What percentage?	<input type="text"/>
b. blended (traditional and online)	<input type="text" value="√"/>	What percentage?	<input type="text" value="100%"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. other	<input type="text"/>	What percentage?	<input type="text"/>

Comments: As smart boards and Blackboard platforms are used, blended teaching is in place.

B. Objectives

1. What is the main purpose for this course?

This course has as objectives understanding linguistic units used in texts, understand that a text is a communicative occurrence that typically incorporates text-presented knowledge with one's stored knowledge about the world, being able to analyze English texts in light of the seven principles of textuality, being able to apply all or some of the seven principles of textuality to English texts depending on the relevance of the textual data to those principles, and exploring the possibility of going beyond the seven principles of textuality in light of recent research and developments in the field of Text Linguistics.

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)

- Using useful new books (see Essential References below)
- Adding some articles\papers to the reading list that reflect new research in the field of Text Linguistics.

C. Course Description: (Note: General description in the form used in Bulletin or handbook)

Course Description:		
-This course, a set of selected chapters about text linguistics, aims to study language out of context, language in context, written and spoken discourse, standards of textuality, cohesion and coherence, internationality, acceptability, informativity and situationality, intertextuality in Bakhtin's theory and its implications on translation, text typology and the importance of text linguistics in research and translation.		
1. Topics to be Covered	No. of Weeks	Contact Hours
Chapters One, Two, Three: An overview of the seven principles of textuality	2	4
Chapter Four: Cohesion	2	4
Chapter Five: Coherence	2	4
Chapter Six: Informativity	1	2
Chapter Seven: Intentionality and acceptability	2	4
Chapter Eight: Situationality	1	2
Chapter Nine: Intertextuality	2	4
New developments in Text Linguistics	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	30 hours					30
Credit	2 hours					2

3. Additional private study/learning hours expected for students per week.

4 hours/week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge By the end of this course students are expected to:		
1.1	explore the seven principles of textuality and apply them to English texts.	Lecture	Assignments, continuous monitoring and assessment
1.2	explore the possibility of extending the dynamic concept of textuality beyond its well-established seven principles.	Lecture	Quizzes, in-term tests and final examinations
2.0	Cognitive Skills At the end of the course, students are expected to:		
2.1	apply the seven principles of textuality to English texts;	Lecture	Assignments
2.2	schematize the process of abstract linguistic concepts in the two languages;	Lecture	Quizzes

2.3	simplify difficult Text Linguistics terms to ease processed information;	Lecture	In-term tests
2.4	use comparison to explore the way the seven principles of textuality can be applied to the two languages.	Lecture	Continuous monitoring and assessment
2.5		Lecture	Final examinations
3.0	Interpersonal Skills & Responsibility At the end of the course, students are expected to:		
3.1	demonstrate interpersonal skills & responsibility in professional context	Lecture	Through continuous indirect assessment
3.2	demonstrate argumentative collective skills	Lecture	Through continuous indirect assessment
4.0	Communication, Information Technology, Numerical		
	-Not applicable	-Not applicable	-Not applicable
5.0	Psychomotor		
5.1	-Not applicable	-Not applicable	-Not applicable

		5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)								
Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)									
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	
1.1										
1.2										
1.3										
1.4										
2.1										

2.2									
2.3									
2.4									
2.5									
3.1									
3.2									

6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz 1	6	5%
2	1 st in-term test	7	20%
3	Quiz 2	12	5%
4	2 nd in-term test	13	20%
5	Classroom participation and assignments	throughout the term	10%
6	Final exam	15	40%

D. Student Academic Counseling and Support

<p>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)</p> <p>-There is a uniform policy in terms of faculty availability for student advice. Each faculty has to post his/her week-to-week office hours.</p>

E. Learning Resources

1. List Required Textbooks Title: <i>An Introduction to Text Linguistics</i> Author: Robert De Beaugrande & Wolfgang Dressler Publisher: Longman (London) Publication year: 1981
2. List Essential References Materials (Journals, Reports, etc.) Title: <i>Text Linguistics: the How and Why of meaning</i> Author: Webster J. Jonathan and Fred Halliday Publisher: Equinox Publishing Ltd Publication Date\Year: 2010
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) - Cohesion in English, by Michael Halliday and Ruqaiya Hasan, Longman (London), 1976 - Text: Journal of Writing and Writing Courses Index of Journal for Translation and Text linguistics (JOTT) (Note: the latter stopped publishing in 2003, but appeared again under the new name: Journal of Translation)
4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. None

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.) -Labs and multipurpose classrooms with enough sitting facilities

2. Computing resources (AV, data show, Smart Board, software, etc.) -Smart boards
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) -COLT Learning Resources Unit

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching -Course and instructor evaluation survey
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department -None
3. Processes for Improvement of Teaching -Attending conferences and workshops on teaching methodologies and teaching quality
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) -A sample of copies are done through peer review.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. -Every 3 years, the course specification is reviewed at the level of the Department.

Name of Instructor: _____

Signature: _____ Date Report Completed: _____

Name of Course Instructor: _____

Program Coordinator: Mesfer Al Thubeithi

Signature: _____ Date Received: _____