Course Specifications

Course Title:	**Stylistics**
Course Code:	**LING 444**
Program:	**Bachelor's degree of Arts in Applied Linguistics (English).**
Department:	**Applied Linguistics**
College:	**Languages**
Institution:	**Princess Nourah bint Abdulrahman University**

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A. Course Identification

1. Credit hours: 4	

2. Course type

a.   University ☐   College ☐   Department ☑   Others ☐

b.   Required ☑   Elective ☐

3. Level/year at which this course is offered: Level 10

4. Pre-requisites for this course (if any)**:** Discourse Analysis LING 343T

None

5. Co-requisites for this course (if any)**:** None

None

6. Mode of Instruction (mark all that apply)

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

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	4
2	**Laboratory/Studio**	-
3	**Tutorial**	-
4	**Others** (specify)	-
	Total	40

B. Course Objectives and Learning Outcomes

1. Course Description

This course focuses on developing the student's ability to analyze different authentic texts using stylistic features.

2. Course Main Objective

This course is intended to introduce students to:
- stylistics as a discipline in its own right as well as a discipline related to and growing out of the needs of linguistic, literary and translation studies.
- Stylistic elements of various genres as well as their respective purposes and audience.

Linguistic, rhetorical, literary, grammatical perspectives as a way to view the stylistic choices of writers evidenced in texts.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1	Define basic concepts and major issues in Stylistics.	K1
1.2	Describe the main methodologies used in Stylistics.	K3
2	**Skills :**	
2.1	Critically analyze author's stylistic choices in various texts.	S1, S5
2.2	Write a research paper on a topic in stylistics.	S3,S4
3	**Values:**	
3.1	Demonstrate their ability to work in a team.	V1,V2,V3
3.2	Respond positively to instructor's guidance and peer criticism.	V1

C. Course Content

No	List of Topics	Contact Hours

1	**The concept of style**
	
	   1. Features of style
	   2. Style as a motivated choice.
	   3. Style in context
	
	                         Style and persuasive effect
		4

2	**Style in literature**
	
	   1. Text type and style
	   2. Text type and function
		4

3	**Text and discourse**
	
	   1. The nature of text
	   2. The nature of discourse
	   3. Textual and contextual meaning
	   4. The context of literary discourse
	             The communicative situation in a literary discourse
		5

4	**Perspectives on meaning** 1. The double meaning of perspective 2. Perspective in narrative fiction 3. Stylistic markers of perspective and positioning 4. Deixis 5. Given and new information 6. Ideological perspective	6
5	**The language of literary representation** 1. Perspective in third-person narration Speech and thought representation	6
6	**Perspectives on literary interpretation** 1. Literary criticism 2. Interpreting a complete poem 3. Substantiation by analysis Literary interpretation revisited	6
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	Stylistics and ideological perspectives 1. Social reading and ideological positioning 2. Incorporation of literary criticism into linguistic criticism 3. Critical Discourse Analysis	3

		40

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 and Understanding**		
1.1	Define basic concepts and major issues in Stylistics.	❖ Lecture using visuals	❖ Assignments, exams
1.2	Describe the main methodologies used in Stylistics.	❖ Chunking	❖ Project, exams
2.0	**Skills**		
2.1	Critically analyze author's stylistic choices in various texts.	❖ Chunking	❖ Assignment, exams
2.2	Write a research paper on a topic in stylistics.	❖ Annotating and paraphrasing sources	❖ Research project
3.0	**Values**		
3.1	Demonstrate their ability to work in a team.	❖ Cooperative learning: the Jigsaw	❖ Individual and group participation
3.2	Respond positively to instructor's guidance and peer criticism.	❖ Cooperative learning	❖ Individual and group participation

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation	Every week	10%
2	Quiz	7	10%
2	Midterm Test	6	30%
4	Project (paper & presentation)	10	10%
7	Exam	TBA	40%

*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:

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)

- Each instructor will have office hours available for the students.
- Also, each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.

For academic guidance, students may consult their assigned academic advisors.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	A. Peter Verdonk (2002) Stylistics. Oxford: Oxford University Press. B. Paul Simpson. (2004)Stylistics: A Resource Book for Students. London and New York: Routledge. C. Richard Bradford (1997)Stylistics. London and New York: Routledge.
Essential References Materials	A. Lesley Jeffries and Dan McIntyre (2010) Stylistics. Cambridge: Cambridge University Press. B. Peter Stockwell and San Whiteley, ed. (2014) The Cambridge Handbook of Stylistics. Cambridge: Cambridge University Press.
Electronic Materials	None.
Other Learning Materials	None.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms.
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)	Projector, speakers, CD's, and internet access

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students and Faculty	- Students' general standard in the course based on their test scores. - Assignments completed by the students in accordance with expected standards. - Tracking the students' progress and grades. - Using anonymous students' feedback throughout semester. Students' evaluation of the course via questionnaires.
Evaluation of Teaching	Department or Instructor	- Regular meetings to be held by the course coordinator. - Examining the course/teacher evaluations at the quality assurance unit at the end of each semester. - Examining the students' grades by the department. Evaluation of a sample exam by the department.
Improvement of Teaching	Coordinator and Instructor	Workshops and training sessions to be held by the course coordinator. Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.
Standards of Student Achievement	Teaching staff	- A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s). - Second marking can also be an effective strategy for verifying standards student

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		achievement and marking policy.
		Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit.
Quality of the course	Faculty, program leader, and QA manager	● Reviewing recommendations by previous teaching staff in course report and studying their possible application. ● Meeting of teaching staff arranged by the course coordinator is aimed as brainstorming for ideas on developing the course at the beginning of the semester. ● Reviewing the course content periodically in light of what is available to students through the internet and other similar textbooks. Students will be encouraged to express/write their opinions about the course and will be asked to suggest ways to improve it.

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	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Reference No.	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Date	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444