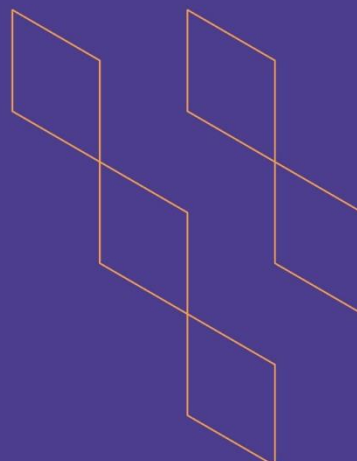




T-104

Course Specification



Course Title: Discourse Analysis and Forensic Linguistics
Course Code: ENG26457
Program: BA, English
Department: Department of English
College: College of Arts
Institution: University of Bisha
Version: <i>Course Specification Version Number</i>
Last Revision Date: <i>Pick Revision Date.</i>



Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode (mark all that apply)	3
2. Contact Hours (based on the academic semester)	
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	6
D. Student Assessment Activities	6
E. Learning Resources and Facilities	7
1. References and Learning Resources	7
2. Required Facilities and Equipment	7
F. Assessment of Course Quality	7
G. Specification Approval Data	8





A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input 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-7/year-4	
4. Course general Description	
This course introduces the main approaches to discourse analysis and the means by which these approaches can be implemented in the field of forensic linguistics.	
5. Pre-requirements for this course (if any):	
ENG6251	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s)	
<ol style="list-style-type: none"> 1. Use discourse analysis as a method of textual analysis. 2. Demonstrate their knowledge of the multidisciplinary nature of the discourse analysis. 3. Apply practical applications of discourse analysis techniques to real world situations in the field of applied linguistics including forensic linguistics. 4. Explore a broad range of text types (such as conversations and legal texts). 5. The ability to select the proper approach for the analysis of discourse for their projects. 	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	38.25	85%
2.	E-learning	6.75	15%



No	Mode of Instruction	Contact Hours	Percentage
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	15
5.	Others (specify)	
Total		45



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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Explain written and spoken text for various teaching and research related purposes.	K.1	Lecturing. E-learning. Corrective feedback. Pair/Group Work. Demos.	Quizzes. Assignments. Activities (Online-classroom-homework). Term/Final exams
1.2	Recognize text features which are necessary for building cohesion and coherence.	K.2		
1.3	Identify characteristic of longer texts, genres, registers and the rhetorical devices used in planned discourse.	K.3		
2.0	Skills			
2.1	Apply discourse analysis in different contexts.	S.2	Lecturing. E-learning. Corrective feedback. Pair/Group Work. Demos. Cooperative Learning	Quizzes. Assignments. Activities (Online-classroom-homework). Term/Final exams.
2.2	Analyze written and spoken texts.	S.2		
2.3	Practice independent and reflective learning.	S.3		
2.4	Apply analytical and critical approach for creative problem-solving in linguistics in group learning.	S.1		
3.0	Values, autonomy, and responsibility			





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.1	Evaluate the coherence and cohesion of a written or spoken style.	V1	Lecturing. E-learning. Corrective feedback. Pair/Group Work. Demos. Cooperative Learning	Quizzes. Assignments. Activities (Online-classroom-homework). Term/Final exams.
3.2	Interpret corpus of discourse analyses.	V3	Lecturing. E-learning. Corrective feedback. Pair/Group Work. Demos. Cooperative Learning	Quizzes. Assignments. Activities (Online-classroom-homework). Term/Final exams.
3.3	Appraise various types of written vs. spoken approaches	V2	Lecturing. E-learning. Corrective feedback. Pair/Group Work. Demos. Cooperative Learning	Quizzes. Assignments. Activities (Online-classroom-homework). Term/Final exams.

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to text and discourse analysis	3
2.	What is forensic linguistics?	3
3.	Linguistic features of legal texts	3
4.	Functions of legal language	3
5.	Genre analysis of legal discourse	4.5
6.	Mid-term exam	1.5
7.	Spoken discourse in the courtroom	6
8.	Pragmatics and legal interpretation	4.5
9.	Legal speech act	4.5
10.	Critical discourse and conversation analysis in legal settings	6
11.	Corpus approaches to forensic linguistics	6
Total		45





D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	10%
2.	Midterm	6-7	20%
3.	Activities (class-online)	10%
4.	Assignments	11th	5%
5.	Participation	5%
6.	Final Exam	13th	50%

*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	<ol style="list-style-type: none"> 1. Paltridge, Brian. (2012). <i>Discourse Analysis: An Introduction</i>. 2nd Ed. New York. Continuum. 2. Durant, A., & Leung, J. H. (2017). <i>Language and Law: A resource book for students</i>. Routledge. 3. Gee, James. Paul. (2011). <i>How to do Discourse Analysis A Toolkit</i>. US. Rutledge.
Supportive References	<ol style="list-style-type: none"> 1. Taylor, Stephanie. (2013). <i>What is Discourse Analysis?</i> US. Bloomsbury Academic. 2. Coulthard, M., Johnson, A., & Wright, D. (2016). <i>An introduction to forensic linguistics: Language in evidence</i>. Routledge. 3. Olsson, J., & Luchjenbroers, J. (2014). <i>Forensic linguistics</i>. Bloomsbury Publishing.
Electronic Materials	
Other Learning Materials	



2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Computerized Language Labs: maximum student number—30
Technology equipment (projector, smart board, software)	Projector
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> • Students • Teacher • Program Coordinator • Peer Reviewers 	<ul style="list-style-type: none"> • Questionnaires. • Direct feedback. • Peer reviews reports. • Class observations and reviews. • Annual staff reports. • Course and program reports.
Effectiveness of students assessment	<ul style="list-style-type: none"> • Teacher • Program Coordinator 	<ul style="list-style-type: none"> • Questionnaires. • Direct feedback. • Peer reviews reports. • Class observations and reviews. • Annual staff reports. • Course and program reports.
Quality of learning resources	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Questionnaire.
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> • Teacher • Program Coordinator 	<ul style="list-style-type: none"> • Exam results analysis. • Course and program reports.
Other		

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

Assessment Methods (Direct, Indirect)





G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

