



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	College of Education.
Academic Department :	English Department
Programme :	English Language (B.A. Programme)
Course Title and Code :	Language and Diplomacy ENGL 423
Specification Approved Date :	9 /3/1439H, 27/11/2018

Course Specifications

Institution: Majmaah University	Date:
College/Department : College of Education, Department of English	

A. Course Identification and General Information

1. Course title and code: Language and Diplomacy ENGL 423																								
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																								
4. Name of faculty member responsible for the course Dr. Abdelmagid Abdelrahman																								
5. Level/year at which this course is offered: 8 ^h level																								
6. Pre-requisites for this course (if any): Sociolinguistics ENGL 325 Discourse Analysis ENGL 414																								
7. Co-requisites for this course (if any): (NA)																								
8. Location if not on main campus: (NA)																								
<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="padding: 5px;">9 - Mode of Instruction (mark all that apply)</td> </tr> <tr> <td style="width: 35%; padding: 5px;">A - Traditional classroom</td> <td style="width: 10%; text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="width: 30%; padding: 5px;">What percentage?</td> <td style="width: 25%; text-align: center; padding: 5px;">80 %</td> </tr> <tr> <td style="padding: 5px;">B - Blended (traditional and online)</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">10 %</td> </tr> <tr> <td style="padding: 5px;">D - e-learning</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">10 %</td> </tr> <tr> <td style="padding: 5px;">E - Correspondence</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">..... %</td> </tr> <tr> <td style="padding: 5px;">F - Other</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">..... %</td> </tr> </table>	9 - Mode of Instruction (mark all that apply)				A - Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	80 %	B - Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	10 %	D - e-learning	<input checked="" type="checkbox"/>	What percentage?	10 %	E - Correspondence	<input type="checkbox"/>	What percentage? %	F - Other	<input type="checkbox"/>	What percentage? %
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Comments:																								

B Objectives

What is the main purpose for this course?

By the end of the course, students are expected to:

1. Define basic concepts and approaches in the study of the role of language in diplomacy.
2. Describe the different general features and characteristics of the language of diplomacy (particularly English).
3. Make use of Cross-cultural Pragmatics, Semantics and Discourse Analysis to analyse the various intricacies and subtleties of the language of diplomacy (speech acts, discourse acts, the unsaid, face and politeness patterns/practices, ambiguity, hedges, implicatures, framing and reframing, logical fallacies, rhetoric and modern persuasion strategies, etc) .
4. Identify the common features and dynamics of negotiation in diplomatic contexts.
5. Analyse Euphemisms and Political Correctness strategies in diplomatic and international relationships exchanges.
6. Recognise socio-cultural aspects of the language and discourse of diplomacy (employing inter/cross-cultural awareness of communication).
7. Analyse and explain diplomatic texts and discourses as manifest in agreements, treaties, government announcements, public speeches, etc.) employing a variety of linguistic and discourse studies tools.

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 a mixture of methods that combine informative traditional lecturing with a set of modern classroom learner-centred techniques. The latter techniques make use of technology and (ICT).

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

Language and Diplomacy introduces students to the role and functions of language in the world of diplomacy and the various uses of English for diplomatic purposes. To this end, the course makes use of the methods and practices of Discourse Analysis, Semantics, Stylistics and Pragmatics to analyse the various functions, features and socio-cultural intricacies of the language of diplomacy and diplomats. In addition, it purports to train students, via the knowledge gained from the analysis of diplomatic language, to understand and use language effectively for diplomatic purposes or in other relevant professional and interpersonal contexts .

The topics may include: characteristics of diplomatic language/discourse, negotiation and

communication for diplomatic purposes, argumentation in diplomacy, Political Correctness, Peace Linguistics, Language Rights, Inter/cross-cultural communication in the context of diplomacy, Discourse of World Englishes and Diplomacy, etc.

Furthermore, issues such as types and functions of Ambiguity, Diplomacy and Multilingualism may be touched on with a view to exploring much more deeper layers of the language of diplomacy.

Both teaching and assessment strategies follow a varied and multi-sided strategy combining a variety of dynamic ways: lecturing, group discussions and seminars, fieldwork/research projects, corpus-based tasks, and for evaluation: test(s), quizzes, written/spoken assignments, response papers, project work, etc.

List of Topics	No. of Weeks	Contact Hours
Course Orientation	1	2
Course Introduction Basic concepts and ideas in diplomacy and international relationships	1	2
Linguistic characteristics and features of the language of diplomacy.	1	2
Diplomacy as a set of inter/cultural communication phenomena and strategies.	2	4
Diplomacy seen from the perspectives of Pragmatics and Discourse Analysis: speech acts, discourse acts, the unsaid, face and politeness patterns/practices, ambiguity, hedges, implicatures, framing and reframing, logical fallacies, rhetoric and modern persuasion strategies	3	6
Peace linguistics, Linguistic Rights and language and Conflict and their role in promoting peace and international understanding	2	4
English for Diplomacy, English or Peace and World Englishes and their contribution to understanding the relationship between language and diplomacy.	2	4
Diplomacy and Multilingualism	1	2
Revisions, Midterm and finals	2	4
Total	15	30

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	37				8	45
	Actual	39				3	42
Credit	Planned	45					45
	Actual	40					45

3. Additional private study/learning hours expected for students per week. 2

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define basic concepts and approaches in the study of the role of language in diplomacy	Lecturing & Discussion	Post-class quiz and discussion+ mid & final exams.
1.2	Describe the different general features and characteristics of the language of diplomacy (particularly English).	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
1.3	Identify the common features and dynamics of negotiation in diplomatic contexts.	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
1.4			
2.0	Cognitive Skills		
2.1	Analyse Euphemisms and Political Correctness strategies	Lecturing ,	A task /quiz



	in diplomatic and international relationships exchanges and texts.	Discussion , Student data projector presentation.	involving getting students to write/talk about Euphemisms and Political Correctness).
2.2	Discuss the relevance of Peace Linguistics, Linguistic Rights and World Englishes to the study of language and diplomacy and international dialogue.	Mixed methods, lecturing, class discussion, individual and class tasks. (getting them to research and write on background knowledge structures, etc.)	A task involving getting students to research the contribution of Peace Linguistics, Language Rights and World Englishes to resolving conflicts and promoting peace)
2.3	Analyze diplomatic texts and discourses (including multimodal materials) to find out and discuss cases of: (speech acts, discourse acts, the unsaid, face and politeness patterns/practices, ambiguity, hedges, implicatures, framing and reframing, logical fallacies, rhetoric and modern persuasion strategies, etc) .	Lecturing & Class Discussion.	Response paper on one or more of these issues(e.g. finding out speech acts, the unsaid and avoidance strategies or hedges in diplomatic discourse).
2.4	Develop a few research skills in the context of Language and Diplomacy (e.g. writing a research summary/response-paper on a given topic).	Lecturing & Class Discussion	Post-class quiz Response paper
3.0	Interpersonal Skills & Responsibility		
3.1	Making use of what they have learnt from the course, students sharpen their critical thinking via uncovering some of the various subtleties of diplomatic language (such as discovering the	Lecturing, Class discussions & presentations. Relevant tasks	Response papers and assignments + Mid & Final exams.

	functions of ambiguous words and phrases in diplomatic language along with linguistic behaviour like euphemistic expressions, hedges, etc.).		
3.2	Gaining problem-solving skills drawn from the set of skills and knowledge obtained from the study of the use of language in diplomacy.	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to draw trees on the board).	A set of quizzes and response papers.
3.3	Developing team work skills and spirit making use of the knowledge and skills obtained from the course.	Task-based teaching	Checking if tasks are completed successfully and in time.
3.4	Gaining time management skills making use of the knowledge and skills obtained from the course.	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.
4.0	Communication, Information Technology, Numerical		
4.1	Developing and enhancing general computer and internet skills in the context of Language and Diplomacy Use social media (WhatsApp/Twitter, etc.) to discuss issues related Language and Diplomacy and Diplomatic Discourse.	Lecturing & task-based teaching involving internet tasks. Demanding students use PowerPoint in presentations	Quizzes and response papers + Dada projector presentation
4.2	Preparing web-base materials relevant to the analysis of diplomatic language together with probably wikis, e-books and e-journals.	Lecturing & task-based teaching involving internet tasks. Giving wiki/	Keeping check lists for completed tasks and a lot marks for the use of web-based materials in

		e-books/ e-journals assignments and coach students in how to carry them out.	presentations and assignments.
5.0 Psychomotor			
5.1	Not applicable (NA)	Not applicable (NA).	Not applicable (NA)

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Oral Presentations/Quizzes/Exercises	From 2 nd to 13 th	5
2	Midterm	10th	20
3	Research Summary or Response Paper	12-14 th	5
4	Class Participation(including focus group discussions)	Over the term	2
5	Term Project	13-14 th	8
6	Final Examination	15 weeks	60
7	Total		100
8			

D. Student Academic Counseling and Support

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)

4-5 hours office hours per week.

Students receive various kinds of counseling inside and outside classroom(formally and informally).

Particular counseling is given to help students do project work and response papers.

E Learning Resources

1. List of Required Textbooks :

- **Kurbalija, Jovan and Slavik, Hannah .(). Language and Diplomacy. Academic Training Institute.**

- Carta, Caterina and Morin, Jean-Frédéric (2013). EU Foreign Policy Through The Lens of Discourse Analysis: Making Sense of Diversity. The Globalisation, Europe, Multilateralism Series.

* Friedrich, P. (2007). English for Peace: Toward a framework of peace sociolinguistics. World Englishes, 26(1), 72–83. G

Johnstone, Barbara. (2018). Discourse Analysis(3rd edition). Oxford: Wiley-Blackwell

- Paltridge, Brian. (2012). Discourse Analysis (2nd edition). London: Bloomsbury.
- Widdowson, H.G. (2004). Discourse Analysis. Oxford: Oxford University Press.
- Kecskes, Istvan. (2017). Current Issues in Intercultural Pragmatics. John Benjamins
- **Geluykens, Ronald & Karaft, Bettina (2006) Institutional Discourse in Cross-Cultural Contexts. LINCOM Publishers.**

- **Web-based materials collated from various sources.**

2. List of Essential References Materials :

- D’Acquisto, Germana. (2017). A Linguistic Analysis of Diplomatic Discourse: UN Resolutions on the Question of Palestine. London: Cambridge Scholars Publishing.
- Fairclough, Norman. (2011/2013). Language and Power (2nd edition). London: Routledge
- Gee, James Paul. (2014). An Introduction to Discourse Analysis: Theory and Method (4th edition). London: Routledge.
- Friedrich, P.(2018) Cultural Differences in Conflict Resolution, The TESOL Encyclopedia of English Language Teaching, (1-6),. [Wiley Online Library](#)
- Friedrich, P.(2012). Teaching Language for Peace, The Encyclopedia of Applied Linguistics. [Wiley Online Library](#).
- Friedrich, P. (2007). English for Peace: Toward a Framework of Peace Sociolinguistics. World Englishes, 26(1), 72–83. G.
- Karol, Janicki, (2015). Linguistics for Peace Education, Language and Conflict, 10.1007/978-1-137-38141-5_9, (178-198).
- Palmer, F.R. (1990). Semantics(2nd edition). Cambridge: Cambridge University Press.

3. List of Recommended Textbooks and Reference Material :

Tim Dunne, Tim., Kurki, Milija, and Smit, Steve. (2013). International Relations Theories: Discipline and Diversity. Oxford: Oxford University Press.

Rogers, Rebecca. (2011). Critical Discourse Analysis in Education (2nd edition). London: Routledge.

Wierzbicka, Anna. (2003). Cross-cultural Pragmatics. US: De Gruyter Mouton.

4. List of Electronic Materials :

- www.sparknotes.com
- www.endnotes.com

8. Other learning material :

- Any web-based material on Language and Diplomacy, Discourse Analysis, Semantics and Cross-cultural Pragmatics.
- .Analysis/Critical Discourse Analysis/Discourse Studies.

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.)

- Larger and more convenient classrooms.
- Better equipped language labs.

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptop computer-projector system.

Data show to facilitate going over students' papers in class

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list).

CDs/Flash memory materials

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:



1. Individual interviews and class discussions to identify strengths and weaknesses.
2. Informal course evaluation by students performed monthly over the term.
3. End of term college evaluation of course by students (to be collected by the department).
4. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.

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2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Exchanged instructor (peer) visits encouraged by the department.
- Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.
- An end-of-the-term course report required by the department Quality Unit.

3 Processes for Improvement of Teaching :

- Workshops and seminars (both inside and outside the department).
- A set of strategies to ensure variability, updatedness and flexibility of materials.

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):

- Adopting a regular system of marking peer checking.
- Having students' final exam sheets checked by an independent reviewer/marker.
 - Holding regular workshops devoted partially or wholly to discussing testing criteria and problems.
 - Students who believe they are under- graded may have their papers checked by a second reader/marker.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- Regularly review syllabi and course descriptions for more improvement



and updatedness (taking some reputable institutions as benchmarks/touchstones).

- Holding regular meetings and workshops to discuss syllabus improvement.
- Checking course effectiveness via constantly seeking feedback from students and graduates/alumni (esp. those who have been recruited as school/college teachers).

Name of Course Instructor: Dr. Abdelmagid Abdelrahman

Signature: **Date Specification Completed: 9 /2/1440 H, 27/11/2018**

Program Coordinator: Dr. Aied Alenizi

Signature: **Date Received: 9 /2/1440 H, 27/11/2018**

