



Course Specification

— (Bachelor)

Course Title: **Language and Diplomacy**

Course Code: **ENGL 423**

Program: **Bachelor of Arts**

Department: **English**

College: **Education**

Institution: **Majmaah University**

Version: **P-153. 2023**

Last Revision Date: **13th of June 2023**



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A. General information about the course:

1. Course Identification

1. Credit hours: (2)

2. Course type

- A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (9)

4. Course general Description:

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 analyze 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.

5. Pre-requirements for this course (if any):

ENGL 215

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

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 analyze 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. Analyze Euphemisms and Political Correctness strategies in diplomatic and international relationships exchanges.
6. Recognize socio-cultural aspects of the language and discourse of diplomacy (employing inter/cross-cultural awareness of communication).

Analyze 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. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	83%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 	5	17%
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	25
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify). hybrid	5
Total		30

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	Outline basic terms, concepts and approaches in the study of the role of language in diplomacy and the	K1	Lecturing & Discussion	Exams and quizzes.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	general features and characteristics of language diplomacy.			
1.2				
...				
2.0	Skills			
2.1	- Cognition: Apply, analyze and evaluate diplomatic texts and discourses (e.g., Euphemisms and Political Correctness strategies in diplomatic and international relationships exchanges and texts).	S2	Lecturing, Discussion, Student data projector presentation.	Exams and quizzes.
2.2	- Communication: Present and discuss issues relevant to language and diplomacy (e.g., the relevance of Peace Linguistics, Linguistic Rights and World Englishes to the study of language and diplomacy and international dialogue).	S1	Mixed methods, lecturing, class discussion, individual and class tasks. (Getting them to research and write on background knowledge structures, etc.)	Assignments and projects
...				
3.0	Values, autonomy, and responsibility			
3.1	Show team work skills on projects, academic commitment, ethical principles and group discussions/presentations in the context of language and diplomacy.	V1&2	Lecturing, Class discussions & presentations. Relevant tasks	Response papers and assignments. Observation.
3.2				
...				



C. Course Content

No	List of Topics	Contact Hours
1.	Course Introduction	2
	Basic concepts and ideas in diplomacy and international relationships	
2.	Linguistic characteristics and features of the language of diplomacy.	2
3	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	4
5	Peace linguistics, Linguistic Rights and language and Conflict and their role in promoting peace and international understanding	6
6	English for Diplomacy, English or Peace and World Englishes and their contribution to understanding the relationship between language and diplomacy.	4
7	Diplomacy and Multilingualism	4
8	Diplomacy and Multilingualism	2
9	Revisions, Midterm and finals	4
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm-1	9 th	30
2.	Papers	12-14 th	10
3.	Assignment/ quizzes/ Discussions	Over the term	20
4.	Final Examination	Week 16 th	40

*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

- 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 Globalization, Europe, Multilateralism Series.



	<ul style="list-style-type: none"> • Friedrich, P. (2007). English for Peace: Toward a framework of peace sociolinguistics. <i>World Englishes</i>, 26(1), 72–83. G • Johnstone, Barbara. (2018). <i>Discourse Analysis</i> (3rd edition). Oxford: Wiley- Blackwell • Paltridge, Brian. (2012). <i>Discourse Analysis</i> (2nd edition). London: Bloomsbury. • Widdowson, H.G. (2004). <i>Discourse Analysis</i>. Oxford: Oxford University Press. • Kecskes, Istvan. (2017). <i>Current Issues in Intercultural Pragmatics</i>. John Benjamins
Supportive References	<ul style="list-style-type: none"> • D'Acquisto, Germana. (2017). <i>A Linguistic Analysis of Diplomatic Discourse: UN Resolutions on the Question of Palestine</i>. London: Cambridge Scholars Publishing. • Fairclough, Norman. (2011/2013). <i>Language and Power</i> (2nd edition). London: Routledge • Gee, James Paul. (2014). <i>An Introduction to Discourse Analysis: Theory and Method</i> (4th edition). London: Routledge. • Friedrich, P. (2018) Cultural Differences in Conflict Resolution, <i>The TESOL Encyclopedia of English Language Teaching</i>, (1-6), Wiley Online Library. • Friedrich, P. (2012). <i>Teaching Language for Peace</i>, the <i>Encyclopedia of Applied Linguistics</i>. Wiley. • Friedrich, P. (2007). English for Peace: Toward a Framework of Peace Sociolinguistics. <i>World Englishes</i>, 26(1), 72–83. G. • Karol, Janicki, (2015). Linguistics for Peace Education, <i>Language and Conflict</i>, 10.1007/978-1-137-38141-5_9, (178-198). • Palmer, F.R. (1990). <i>Semantics</i> (2nd edition). Cambridge: Cambridge University Press
Electronic Materials	<ul style="list-style-type: none"> • www.sparknotes.com • www.endnotes.com
Other Learning Materials	<ul style="list-style-type: none"> • Any web-based material on Language and Diplomacy, Discourse Analysis, Semantics and Cross-cultural Pragmatics. • Analysis/Critical Discourse Analysis/Discourse Studies.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms well-equipped with teaching aids Language labs Library Conference hall
Technology equipment (projector, smart board, software)	Laptop computer Multimedia projector system Internet access





Items	Resources
Other equipment (depending on the nature of the specialty)	Peer evaluation Class observations by supervisors

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Instructors and coordinators	#A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.
Effectiveness of Students assessment	Instructors and coordinators	# A "Program evaluation" questionnaire done by the students at the end of each term. #A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.
Quality of learning resources		
The extent to which CLOs have been achieved	Instructors and coordinators	# Revising study plans of the department by the college committee of Academic Study Plans. # Quality check by colleagues and Head of the Department.
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Board/Council; Academic Board and Committee for Course/Curricula Development
REFERENCE NO.	
DATE	3/10/2023

