



Course Specifications

Course Title:	Language and Diplomacy
Course Code:	ENGL 423
Program:	Bachelor of English Language
Department:	English Language
College:	College of Sciences & Humanities Studies at AlGhat
Institution:	Majmaah University

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A. Course Identification

1. Credit hours: 2 hours
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" 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: 9 th level
4. Pre-requisites for this course (if any): ENGL 215
5. Co-requisites for this course (if any): -

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	30
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	
Other Learning Hours*		
1	Study	-
2	Assignments	-
3	Library	-
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	-

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course 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 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.

2. Course Main Objective

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. Recognize 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.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Define basic concepts and approaches in the study of the role of language in diplomacy	
1.2	Describe the different general features and characteristics of the language of diplomacy (particularly English).	
1.3	Identify the common features and dynamics of negotiation in diplomatic contexts.	
1...		
2	Skills :	
2.1	Analyse Euphemisms and Political Correctness strategies in diplomatic and international relationships exchanges and texts.	

CLOs		Aligned PLOs
2.2	Discuss the relevance of Peace Linguistics, Linguistic Rights and World Englishes to the study of language and diplomacy and international dialogue.	
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) .	
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).	
3	Competence:	
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 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.	
3.3	Developing team work skills and spirit making use of the knowledge and skills obtained from the course.	
3.4	Gaining time management skills making use of the knowledge and skills obtained from the course.	

C. Course Content

No	List of Topics	Contact Hours
	Course Orientation	2
	Course Introduction	2
	Basic concepts and ideas in diplomacy and international relationships	2
	Linguistic characteristics and features of the language of diplomacy.	2
	Diplomacy as a set of inter/cultural communication phenomena and strategies.	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	6
	Peace linguistics, Linguistic Rights and language and Conflict and their role in promoting peace and international understanding	4
	English for Diplomacy, English or Peace and World Englishes and their contribution to understanding the relationship between language and diplomacy.	4
	Diplomacy and Multilingualism	2
	Revision, Midterms and final	4
Total		30

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		
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.
2.0	Skills		
2.1	Analyse Euphemisms and Political Correctness strategies in diplomatic and international relationships exchanges and texts.	Lecturing , Discussion , Student data projector presentation.	A task /quiz 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	Lecturing & Class Discussion	Post-class quiz Response paper

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	summary/response-paper on a given topic).		
3.0	Competence		
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 functions of ambiguous words and phrases in diplomatic language along with linguistic behaviour like euphemistic expressions, hedges, etc.).	Lecturing, Class discussions & presentations. Relevant tasks	Response papers and assignments + Mid & Final exams.
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.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Homework and assignments	Weekly	10%
2	Mid term exam I	7	20%
3	Mid term exam II	12	20%
4	Final exam	17	50%

*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 :

2 or 3 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

F. Learning Resources and Facilities

1. Learning Resources

<p>Required Textbooks</p>	<ul style="list-style-type: none"> • 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. <hr/> <p>* Friedrich, P. (2007). English for Peace: Toward a framework of peace sociolinguistics. World Englishes, 26(1), 72–83. G</p> <p>Johnstone, Barbara. (2018). Discourse Analysis(3rd edition). Oxford: Wiley-Blackwell</p> <ul style="list-style-type: none"> • Paltridge, Brian. (2012). Discourse Analysis (2nd edition). London: Bloomsbury. <p>Widdowson, H.G. (2004). Discourse Analysis. Oxford: Oxford University Press.</p> <p>Kecskes, Istvan. (2017). Current Issues in Intercultural Pragmatics. John Benjamins</p> <p>Geluykens, Ronald & Karaft, Bettina (2006) Institutional Discourse in Cross-Cultural Contexts. LINCOM Publishers.</p> <ul style="list-style-type: none"> • Web-based materials collated from various sources.
<p>Essential References Materials</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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
Electronic Materials	https://www.sparknotes.com https://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. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> • Lecture rooms should be large enough to accommodate the number of registered students
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)	CDs/Flash memory materials

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
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.
Other Strategies for Evaluation of Teaching	Program/ Department Instructor	1-Exchanged instructor (peer) visits encouraged by the department. 2-Department seminars held fortnightly to discuss various teaching and linguistics

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<p>issues arranged by the academic board of the department.</p> <p>3-An end-of-the-term course report required by the department Quality Unit.</p>
Processes for Improvement of Teaching		<p>1-Workshops and seminars (both inside and outside the department).</p> <p>2-A set of strategies to ensure variability, up datedness and flexibility of materials.</p>
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):		<p>1-Adopting a regular system of marking peer checking.</p> <p>2-Having students' final exam sheets checked by and independent reviewer/marker.</p> <p>3-Holding regular workshops devoted partially or wholly to discussing testing criteria and problems.</p> <p>4-Students who believe they are under- graded may have their papers checked by a second reader/marker.</p>

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	
Reference No.	
Date	