



**Sana'a University**  
**Faculty of Arts and Humanities**  
**Department of English and Literature**

### Language Through Literature Course Specification

I. Course Identification and General Information:					
<b>Course Title:</b>	<b>Language Through Literature</b>				
<b>Course Code and Number:</b>					
<b>Credit Hours:</b>	theory	practice	seminar	training	Total
	3				42
<b>Level &amp; Semester:</b>	Level 2; First Semester				
<b>Pre-requisites (if any):</b>	None				
<b>Co-requisites (if any):</b>	None				
<b>Program in which this course is offered:</b>	BA in English Language and Literature				
<b>Language of teaching the course:</b>	English				
<b>Location of teaching the course:</b>	Faculty of Arts and Humanities				
<b>Prepared by:</b>	Dr. Ali Yahia Ahmed Al-Nuzaili				
<b>Date of Approval:</b>	2020				

II. Course Description:
<p>This course is prerequisite for sophomore students. Being an introductory course for language and literature, it will make students develop a sense of the language through literature. It will also familiarize students with the different rhetorical devices, such as sounds of language and figures of speech. The objectives of this course are: (i) to develop students with the fundamental techniques in the field of language learning by means of literature; (ii) to provide them with a understanding that learning a language can be through learning literature involves a working knowledge of the language; (iii) to give them different theoretical and practical rhetorical devices to learn language from a literary perspective; (iv) to help them build up the capacity, not only to produce meaningful prosaic sentences and poetic verses, but also to be aware of the principles involved in reaching that goal.</p>

IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)	
PILOs	CILOs
<b>(A) Knowledge &amp; Understanding:</b>	
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:



<b>A1:</b> show knowledge and understanding of different linguistic and literary theories and schools of thought in English and American linguistics/literature;	a1- help students acquire a good and clear background of the different sounds of language and figures of speech in English;
<b>A2:</b> express a knowledge of social values and traditions common in other cultures;	a2- acquaint students with sounds of language and figures of speech;
<b>A3:</b> show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a3- make the students aware of the use of literature in language;
<b>A4:</b> show knowledge and understanding of modern research tools and methods, including the employment of technology;	a4- develop the taste for appreciating literature;
<b>(B) Intellectual Skills</b>	
<b>B1:</b> distinguish different literary forms and currents as well as their distinct characteristics;	b1- think critically and analytically;
<b>B2:</b> evaluate linguistic and cultural phenomena and suggest explanations for them;	b2- use literary and academic English;
<b>B3:</b> compare different literary, linguistic and translation theories and strategies;	b3- compare and perceive ideas from different perspectives related to sounds of language and figures of speech;
<b>B4:</b> distinguish different language skills in terms of reading, writing, and speaking and listening;	b4- understand the relation of the literary and social context to the modes of expression;
<b>(C) Professional &amp; Practical Skills</b>	
<b>C1:</b> employ theories, terms and concepts common in literature, linguistics and translation studies;	c1- complete both reading and writing assignments in due time;
<b>C2:</b> employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa;	c2- participate in class discussion and think critically;
<b>C3:</b> use research tools and methods to collect research data, analyze them, and present them in a scientifically appropriate manner;	c3- act responsibly and ethically in carrying out individual as well as group work;



<b>C4:</b> make use of basic technological applications to facilitate learning and research process;	c4- have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team
<b>(D) Transferrable Skills</b>	
<b>D1:</b> make use of the linguistic and cultural knowledge acquired in order to interact efficiently and appropriately with people from different cultures;	d1- evaluate professional literature reading skills;
<b>D2:</b> manage time, work under pressure, and involve in team activities;	d2- assess professional literary text analysis skills;
<b>D3:</b> pursue knowledge to improve self-learning;	d3- review professional literary text reconstruction skills;
<b>D4:</b> involve creatively in social and academic activities.	d4- review literature texts with different sounds of language and/or figures of speech.

<b>V. Alignment of Course Intended Learning Outcomes (CILOs)</b>		
<b>(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:</b>		
Course Intended Learning Outcomes	Teaching Strategies	Assessment Strategies
a1- help students acquire a good and clear background of the different sounds of language and figures of speech in English;	Lectures Participation	Class participation Mid-term exam
a2- acquaint students with sounds of language and figures of speech;	Participation Class discussion	Assignments Presentations
a3- make the students aware of the use of literature in language;	Collaborative learning Team work	Class participation Mid-term exam
a4- develop the taste for appreciating literature;	Lectures Collaborative learning	Class participation Mid-term exam
<b>(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:</b>		
Course Intended Learning Outcomes	Teaching Strategies	Assessment Strategies
b1- think critically and analytically;	Lectures Collaborative learning	Class participation Presentations Mid-term & final exams
b2- use literary and academic English;	Pair work Class discussions	Class participation Presentations Mid-term & final exams
b3- compare and perceive ideas from different	Lectures	Class participation



perspectives related to sounds of language and figures of speech	participation	Presentations Mid-term & final exams
b4- understand the relation of the literary and social context to the modes of expression	Collaborative learning Pair work	Class participation Presentations Mid-term & final exams

**(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:**

Course Intended Learning Outcomes	Teaching Strategies	Assessment Strategies
c1- complete both reading and writing assignments in due time;	Lectures Team work	Class participation Presentations Mid-term & final exams
c2- participate in class discussion and think critically;	Participation Discussions	Class participation Presentations Mid-term & final exams
c3- act responsibly and ethically in carrying out individual as well as group work;	Participation Team work	Class participation Presentations Mid-term & final exams
c4- have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team	Pair work Discussion	Class participation Presentations Mid-term & final exams

**(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:**

Course Intended Learning Outcomes	Teaching Strategies	Assessment Strategies
d1- evaluate professional literature reading skills;	Lectures Team work	Class participation Presentations Mid-term & final exams
d2- assess professional literary text analysis skills;	Lectures Collaborative learning	Class participation Presentations Mid-term & final exams
d3- review professional literary text reconstruction skills;	Participation Discussions	Class participation Presentations Mid-term & final exams
d4- review literature texts with different sounds of language and/or figures of speech.	Participation Team work	Class participation Presentations Mid-term & final exams

**VI. Course Content:**

**A-Theoretical Aspect:**

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	Overview on language through Lit	Introducing sounds of language & figures of speech	first	3	1a, a2, b1, b2,c2, c3
2	Sounds of language	Alliteration	Second	3	a1, a3, b3 b4, c1, c4, d2, d3



3	Sounds of language	Consonance	Third	3	a2, a4, b3 b4, c1, c4, d2, d3
4	Sounds of language	Assonance	fourth	3	a2, a4, b3 b4, c1, c4, d2, d3
5	Sounds of language	Rhyme	Fifth	3	a2, a3, b3 b4, c1, c4, d1, d4
6	Sounds of language	Rhythm	Sixth	3	a2, a3, b3 b4, c1, c3, d1, d4
7	Mid-term exam		Seventh	3	a1 : d4
8	Figures of speech	Simile	eighth	3	a3, a4, b3 b4, c1, c4, d1, d4
9	Figures of speech	Metaphor (1)	Ninth	3	a3, a4, b3 b4, c1, c4, d1, d4
10	Figures of speech	Metaphor (2)	Tenth	3	b2, b3, c2, d2, d3, d4
11	Figures of speech	Personification (1)	Eleventh	3	a3, a4, b3 b4, c1, c4, d1, d4
12	Figures of speech	Personification (2)	twelfth	3	b2, b3, c2, d2, d3, d4
13	Revision		Thirteenth	3	a1 : d4
14	Final exam		Fourteenth	3	a1 : d4
<b>Number of Weeks and Contact Hours per Semester:</b>			<b>14</b>	<b>42</b>	

#### B. Practical Aspect (if any):

Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
<b>Number of Weeks and Contact Hours per Semester:</b>				

#### VII. Teaching Strategies of the Course

Lectures
Pair work
Team work
Participation
Discussion



Collaborative learning

### VIII. Activities/Assignments

No.	Activities/Assignment	Aligned CILOs (symbols)	Week Due	Mark
1	Attendance and participation	a1 : d4	1-14	10
2	Assignments	a1 : d4	2, 4, 6, 8, 10, 12, 13	10
<b>Total Mark</b>				

### IX. Schedule of Assessment Task for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Assignments	2, 4, 6, 8, 10, 12, 13	10	10%	a1 : d4
2	Participations	1-13	10	10%	a1 : d4
3	Mid-term exam	7	10	10%	a1 : d4
4	Written final exam	14	70	70%	a1 : d4
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

### X. Learning Resources:

#### A. Required Textbook(s) (*maximum two*):

(*author – year of publication – title – edition – place of publication - publisher*)

1- A handout collected from different sources prepared by the course instructor containing the items listed in this course specification

#### B: Essential References:

1. Falvey, Peter & Kennedy, Peter (Eds.) (2006). *Learning Language Through Literature: A Sourcebook for Teachers of English in Hong Kong*: Hong Kong University Press
2. Simpson, Paul (1997). *Language through Literature: An Introduction*. Routledge
3. Kennedy, X. J. (2012). *Handbook of Literary Terms*. Pearson: London, England.

#### C. Electronic Materials and Websites:

i never metaphor i didn't like: [voc%20building/Language%20thu%20New/Mardy%20Grothe-I%20Never%20Metaphor%20I%20Didn't%20Like.pdf](#)

### XI. Course Policies:

1.	<b>Class Attendance:</b>



	A student must attend 75%; otherwise either the dean or university will give directives for solving the issue.
<b>2.</b>	<b>Tardy:</b> A student has to come on time. If s/he has three late coming, then s/he is to be referred to the administration to deal with the issue.
<b>3.</b>	<b>Exam Attendance/Punctuality:</b> A student must attend the exams on time; after half of the exam time finished a student is not allowed to sit for the exam.
<b>4.</b>	<b>Assignments &amp; Projects:</b> They must be submitted on due time.
<b>5.</b>	<b>Cheating:</b> strictly prohibited.
<b>6.</b>	<b>Plagiarism:</b> strictly prohibited.
<b>7.</b>	<b>Other Policies:</b> --

{END}



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### Language Through Literature Course Specification

I. Information about Course Lecturer		
<b>Name:</b>	Dr. Ali Yahia Ahmed Al-Nuzaili	<b>Office Hours:</b> 3/weekly
<b>Place and phone number</b>	Dept. of English (7772143692)	
<b>e-mail:</b>	<a href="mailto:anuzaili@gmail.com">anuzaili@gmail.com</a>	

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## V. Learning Outcomes

- a1- help students acquire a good and clear background of the different sounds of language and figures of speech in English;
- a2- acquaint students with sounds of language and figures of speech;
- a3- make the students aware of the use of literature in language;
- a4- develop the taste for appreciating literature;
- b1- think critically and analytically;
- b2- use literary and academic English;
- b3- compare ideas from different perspectives related to sounds of language and figures of speech;
- b4- understand the relation of the literary and social context to the modes of expression;
- c1- complete both reading and writing assignments in due time;
- c2- participate in class discussion and think critically;
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- c4- have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team;
- d1- evaluate professional literature reading skills;
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## VI. Course Content:

### A-Theoretical Aspect:

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<b>Order</b>	<b>Tasks/Experiments</b>	<b>Number of Weeks</b>	<b>Contact Hours</b>	<b>Learning Outcomes</b>	
<b>Number of Weeks and Contact Hours per Semester:</b>					

## VII. Teaching Strategies of the Course

Lectures

Pair work

Team work



Participation
Discussion
Collaborative learning

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2. Simpson, Paul (1997). <i>Language through Literature: An Introduction</i> . Routledge
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<b>C. Electronic Materials and Websites (if any):</b>
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