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الجمهوريــة اليمنــية وزارة التعليم العالـي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالـي

# اللغة من خلال الأدب

**Language Through Literature Course Specification** 

I. Course Identification and General Information:						
Course Title:	Language Through Literature					
Course Code and Number:						
	theory practice seminar training Tot					
Credit Hours:	3				42	
Level & Semester:	Level 2; First Semester					
Pre-requisites (if any):	None					
Co-requisites (if any):			None			
Program in which this course is	BA	in English	Language	and Litera	ature	
offered:						
Language of teaching the course:			English			
Location of teaching the course:	Faculty of Arts and Humanities					
Prepared by:		Dr. Ali Ya	hia Ahmed	d Al-Nuzai	li	
Date of Approval:			2020			

### **II. Course Description:**

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.

IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended				
Learning Outcomes (PILOs)				
PILOs CILOs				

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(A) Knowledge &	Understanding:				
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:				
A1: 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;				
A2: express a knowledge of social values and	a2- acquaint students with sounds of				
traditions common in other cultures;	language and figures of speech;				
A3: 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;				
A4: show knowledge and understanding of modern research tools and methods, including the employment of technology;	a4- develop the taste for appreciating literature;				
(B) Intellec	tual Skills				
B1: distinguish different literary forms and	b1- think critically and analytically;				
currents as well as their distinct characteristics;	or- tillik 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;				
(C) Professional & Practical Skills					

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C1: employ theories, terms and concepts common in literature, linguistics and translation studies;	c1- complete both reading and writing assignments in due time;
C2: 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;
C3: 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;
C4: 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
(D) Transfer	rable Skills
<b>D1</b> : make use of the linguistic and cultural knowledge acquired in order to interact	d1- evaluate professional literature reading skills;
efficiently and appropriately with people from different cultures;	
<b>D2</b> : manage time, work under pressure, and involve in team activities;	d2- assess professional literary text analysis skills;
D3: pursue knowledge to improve self-	d3- review professional literary text reconstruction skills;
learning;	,
<b>D4</b> : involve creatively in social and academic activities.	d4- review literature texts with different sounds of language and/or figures of speech.

## V. Alignment of Course Intended Learning Outcomes (CILOs)

(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:

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Course Intended Learning Outcomes	Teaching	Assessment			
	Strategies	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) Alignment of Course Intended Learning	<b>Outcomes of Intelle</b>	ctual Skills to			
<b>Teaching Strategies and Assessment Strateg</b>	ies:				
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 perspectives related to sounds of language and figures of speech	Lectures participation	Class 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	<b>Outcomes of Profes</b>	sional and Practical			
Skills to the Teaching Strategies and Assessr	nent Strategies:				
Course Intended Learning Outcomes	Teaching Strategies	Assessment Strategies			
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د. حسين أحمد الورد

رئيس الجامعة أ.د. القاسم محمد عباس

أ.م.د. عبدالملك محمد عيسى

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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 Teaching Strategies and Assessment Strateg		erable Skills to
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	Conta ct	Learning Outcomes	

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				Hours	
1	Overview on	Introducing sounds of		3	1a, a2, b1,
	language through	language & figures of	first		b2,c2, c3
	Lit	speech			
2	Sounds of language	Alliteration		3	a1, a3, b3
			Second		b4, c1, c4,
					d2, d3
3	Sounds of language	Consonance		3	a2, a4, b3
			Third		b4, c1, c4,
			Timu		d2, d3
4	Sounds of language	Assonance		3	a2, a4, b3
			fourth		b4, c1, c4,
					d2, d3
5	Sounds of language	Rhyme		3	a2, a3, b3
			Fifth		b4, c1, c4,
			Titui		d1, d4
6	Sounds of language	Rhythm		3	a2, a3, b3
			Sixth		b4, c1, c3,
					d1, d4
7	Mid-t	erm exam	Seventh	3	a1:d4
8	Figures of speech	Simile		3	a3, a4, b3
			eighth		b4, c1, c4,
					d1, d4
9	Figures of speech	Metaphor (1)		3	a3, a4, b3
			Ninth		b4, c1, c4,
			Nillui		d1, d4
10	Figures of speech	Metaphor (2)	TD 1	3	b2, b3, c2,
			Tenth		d2, d3, d4
11	Figures of speech	Personification (1)	Eleventh	3	a3, a4, b3

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							b4, c1, c4,
							d1, d4
12	Figures of speech	Personification (2)				3	b2, b3, c2,
					twelfth		d2, d3, d4
13	Revision			Thirtee h	nt	3	a1 : d4
14	Final exam			Fourtee		3	a1 : d4
Numbe	r of Weeks and Cont	act Hours per		14	1	42	
Semest		F					
TR.	3. Practical Aspect (if	anv)•					
I	o. I Tactical Aspect (II	any).					
^ .	(D. 1. /C)			1	-	Contact	T
Order	Tasks/Ex	xperiments	N	umber	(	ontact	Learning
Order	Tasks/Ex	xperiments		weeks		Hours	Outcomes
Numbe	er of Weeks and Cont						
Numbe Semest	er of Weeks and Cont er:	act Hours per					
Numbe Semest	er of Weeks and Cont	act Hours per					
Numbe Semest	er of Weeks and Cont er: eaching Strategies of	act Hours per					
Numbe Semest VII. Te	er of Weeks and Conter: eaching Strategies of	act Hours per					
Numbe Semest VII. Te	er of Weeks and Conter: eaching Strategies of s	act Hours per					
Numbe Semest VII. Te Lecture	er of Weeks and Conter: eaching Strategies of sork	act Hours per					
Numbe Semest VII. Te Lecture Pair wo	er of Weeks and Conter: eaching Strategies of as a content of the	act Hours per					

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

IX.	Schedule of	f Assessment	Task for	Students 1	During th	e Semester
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No	Assessment	Week Due	Mar	Proportion of	Aligned CILOs
•	Method		k	<b>Final Assessment</b>	
1	Assignments	2, 4, 6, 8, 10, 12,	10	10%	a1 : d4
		13			
2	Participations	1-13	10	10-%	a1 : d4
3	Mid-term exam	7	10	10%	a1 : d4
4	Written final	14	70	70%	a1 : d4
	exam				
Total Mark		100	100%		

### 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. Class Attendance:

A student must attend 75%; otherwise either the dean or university will give directives for solving the issue.

#### 2. Tardy:

A student has to come on time. If s/he has three late coming, then s/he is to be

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	referred to the administration to deal with the issue.
3.	Exam Attendance/Punctuality:
	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.
4.	Assignments & Projects:
	They must be submitted on due time.
5.	Cheating:
	strictly prohibited.
6.	Plagiarism:
	strictly prohibited.
7.	Other Policies:

**(END)** 

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Place and phone number

Name:



Dr. Ali Yahia Ahmed Al-Nuzaili







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**Office Hours:** 3/weekly

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

I. Information about Course Lecturer

**Language Through Literature Course Specification** 

Place and phone number			Dept. of English (7772143692)			
e-mail:			anuzaili@gmail.com			
II. Course Identification and General In	formation					
Course Title:			oug	h Literatu	re	
Course Code and Number:						
Credit Hours:	theory	pract	ice	seminar	training	Total
	3					42
Level & Semester:	Level 2; First Semester					
Pre-requisites (if any):	None					
Co-requisites (if any):				None		
Program in which this course is	BA in English Language and Literature					
offered:						
Language of teaching the course:				English		
Location of teaching the course:		Facul	ty of	Arts and	Humanitie	s
Prepared by:		Dr. Al	i Ya	hia Ahmed	d Al-Nuzai	li
Date of Approval:				2020/202	1	

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**II. Course Description:** 

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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.

### 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;
- c3- act responsibly and ethically in carrying out individual as well as group work;
- 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;
- d2- assess professional literary text analysis skills;
- d3- review professional literary text reconstruction skills;
- d4- review literature texts with different sounds of language and/or figures of speech.

#### **VI. Course Content:**

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A	A-Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Cont act Hour s	Learning Outcomes	
1	Overview on	Introducing sounds of		3	1a, a2, b1,	
	language through	language & figures of	first		b2,c2, c3	
	Lit	speech				
2	Sounds of language	Alliteration		3	a1, a3, b3	
			Second		b4, c1, c4,	
					d2, d3	
3	Sounds of language	Consonance		3	a2, a4, b3	
			Third		b4, c1, c4,	
			Tilliu		d2, d3	
4	Sounds of language	Assonance		3	a2, a4, b3	
			fourth		b4, c1, c4,	
					d2, d3	
5	Sounds of language	Rhyme		3	a2, a3, b3	
			Fifth		b4, c1, c4,	
			111111		d1, d4	
6	Sounds of language	Rhythm		3	a2, a3, b3	
			Sixth		b4, c1, c3,	
					d1, d4	
7	Mid-t	erm exam	Seventh	3	a1:d4	
8	Figures of speech	Simile		3	a3, a4, b3	
			eighth		b4, c1, c4,	
					d1, d4	
9	Figures of speech	Metaphor (1)		3	a3, a4, b3	
			Ninth		b4, c1, c4,	
			Tylliul		d1, d4	

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	er of Weeks and Conta per Semester:	act				
			Weeks	Hours		Outcomes
Order Tasks/Experiments		Number of	Contact		Learning	
I	3. Practical Aspect (if	any):				
Number of Weeks and Contact Ho Semester:		ours per	14	42		
14	Final exam			Fourteenth	3	a1 : d4
13	Revision			Thirteenth	3	a1 : d4
				twelfth		d2, d3, d4
12	Figures of speech	Pers	onification (2)		3	b2, b3, c2,
						d1, d4
				Eleventh		b4, c1, c4,
11	Figures of speech	Pers	onification (1)		3	a3, a4, b3
				Tenth		d2, d3, d4
10	Figures of speech	Meta	aphor (2)		3	b2, b3, c2,

VII. Teaching Strategies of the Course
Lectures
Pair work
Team work
Participation
Discussion
Collaborative learning

VI	VIII. Activities/Assignments							
No	. Activities/Assignment Aligned CILOs Week Due Ma							
		(symbols)						
1	Attendance and participation	a1 : d4	1-14	10				

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2	Assignments	a1 : d4	2, 4, 6, 8, 10, 12,	10		
			13			
Total Mark						

IX. S	IX. Schedule of Assessment Task for Students During the Semester:							
No	No Assessment Week Due		Mar	Proportion of	Aligned CILOs			
•	Method		k	Final Assessment				
1	Assignments	2, 4, 6, 8, 10, 12,	10	10%	a1 : d4			
		13						
2	Participations	1-13	10	10-%	a1 : d4			
3	Mid-term exam	7	10	10%	a1 : d4			
4	Written final	14	70	70%	a1 : d4			
	exam							
	Total M	ark	100	100%				

### X. Learning Resources:

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

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 (if any):

i never metaphor i didn't like:

voc%20building/Language%20thu%20New/Mardy%20Grothe-

I%20Never%20Metaphor%20I%20Didn't%20Like.pdf

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رئيس القسم

أ.د.

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