

ity University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2020/21

Part I Course Overview

Course Title:	Discourse Analysis
Course Code:	EN5491
Course Duration:	1 semester
Credit Units:	3
Level:	P5
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course provides participants with the opportunity to analyse various properties of English texts and conversation and how such properties are implicated by the nature of the English language and various exigencies. They also develop meta-language and analytical skills that can be used to analyse genres and multimodal texts/interactions.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	a. outline a set of concepts and theories relating to discourse studies (e.g., discourse, genres, genre theory, register, coherence, cohesive devices, multi-modality in modern texts, thematic progression, rhetorical structures, etc.); b. make use of some established meta-language when describing meanings of the concepts and the theories.	50%	✓		
2.	a. by applying the concepts, theories and meta-language listed in CILO 1, identify, describe and interpret different textual phenomena characteristic of specific genres (e.g., film reviews, works of literature, science reports, recipes, etc.);	10%		✓	✓
	b. analyse and apply some established procedures when performing the type of analysis described in 2a.	10%			
3.	a. describe and critically evaluate the discourse approach to the analysis of texts and interactions; b. by drawing on the concepts, theories, and approaches learned in CILOs 1-3a, present a critical analysis of a spoken interaction.	20%	✓		
4.	a. apply the knowledge gained from CILOs 1-3 to identify, describe, interpret and evaluate the characteristics of English texts and conversations; b. propose implications for the research and teaching of discourse based on your research findings.	10%		✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing

critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Interactive lectures, guided exploratory tasks, guided reading tasks	<p>Students will learn to describe and analyse the set of concepts and theories through</p> <p>a) interactive lectures delivered by the instructor; b) guided exploratory tasks that involve the use of authentic text materials; and c) out-of-class guided reading tasks.</p> <p>Students will also be provided with short revision tasks (e.g., T/F, fill-in-blanks, and short questions) to help them recall and describe the concepts and theories learned.</p>	✓						9 weeks
Interactive lectures	<p>Through interactive lectures delivered by the instructor, students will be shown the different steps of text analysis which involves identifying, describing and interpreting the characterizing textual phenomena in a variety of authentic text materials.</p> <p>They will also be assigned in-class tasks to apply the steps of analysis.</p>		✓					1 week
Interactive lectures, in-class exploratory tasks, in-class discussions	<p>Students will learn to describe and critically evaluate the discourse approach to the critical analysis of texts and conversations through interactive lectures and participating in in-class exploratory tasks. They will also be guided to discuss how the knowledge and insights gained from the activities can have implications for discourse studies research and pedagogy;</p>			✓	✓			3 weeks

	<p>Students will be led through in-class discussions to apply what they have learned in the previous tasks to describe, identify, interpret and evaluate the characteristic features of English texts and conversations. They will be also guided to make suggestions to improve research and pedagogy in discourse studies.</p>							
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4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
<p>Text analysis project</p> <p>Students will analyze (i.e., identify, describe and interpret) discourse features of a self-chosen text or conversation. To carry out the analysis, they will be required to draw on the various concepts, theories and meta-language learned as described in CILO1 and follow the methods and procedures developed as in described in CILO2.</p> <p>Based on the results of the analysis, students will also engage in a critical evaluation of the discourse approach to analysis of texts and interactions. In doing so, students will need to draw on the principles, theories described in CILO3 and CILO4, and also the insights gained in the Learning Activities listed for CILOs 3 and 4.</p> <p>Students will be required to produce a 2000-3000 word paper to report and discuss the analysis carried out in the project. In so doing, they will need to apply the concepts, theories, approaches and</p>	✓	✓	✓			70%	

metalanguage listed for CILOs 1-4.								
<p>Spoken-text analysis group presentation</p> <p>Students will analyze (i.e., to identify, describe and interpret) discourse features of a self-chosen spoken text or conversation. To carry out the analysis, they will be required to draw on the various concepts, theories and meta-language learned as described in CILO1 and follow the methods and procedures developed as in described in CILO2.</p> <p>Based on the results of the analysis, students will also engage in a critical analysis of research and pedagogy in discourse studies. In doing so, students will need to draw on the principles, theories described in CILO3 and CILO4, and also the insights gained in the Learning Activities listed for CILOs 3 and 4.</p> <p>Students will be required to collaborate in groups to produce a 20-minute talk to report and discuss the analysis carried out in the project. In so doing, they will need to apply the concepts, theories, approaches and metalanguage listed for CILOs 1-4.</p>		✓	✓	✓			30%	
Examination: ____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Text Analysis Project	Content and style	<ul style="list-style-type: none"> Shows full understanding of main concepts and their application; All relevant information is included in discussion and analysis; The topic is comprehensively analyzed and explained; The purpose of the analysis of concepts is completely achieved; Style and tone are highly appropriate 	<ul style="list-style-type: none"> The main concepts are competently discussed and applied; The information included in discussion and analysis of concepts is sufficient; The topic is sufficiently analyzed and explained; The purpose of the conceptual analysis is achieved; Style and tone are appropriate 	<ul style="list-style-type: none"> The concepts selected for analysis are sufficient, and partially applied; Only partial information is included in discussion and analysis of concepts; Only partial analysis is provided; The purpose of the conceptual analysis is partially achieved; Style and tone are somewhat appropriate 	<ul style="list-style-type: none"> The concepts selected for analysis are sketchy and inadequate; Incomplete information is included in discussion and analysis of concepts; The analysis is not informative or comprehensive; The purpose of the conceptual analysis is not adequately achieved; Style and tone are inappropriate 	<ul style="list-style-type: none"> The concepts selected for analysis are highly inadequate; Very limited or inaccurate information is incorporated in conceptual analysis; The analysis is not at all comprehensible; The purpose of the conceptual analysis is not achieved in any way; Style and tone are completely inappropriate

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Theoretical traditions: ESP, Systemic Functional Linguistics, Pragmatics, Genre Analysis, Critical Discourse Analysis, Corpus Linguistics

Key concepts/theories:

Discourse: discourse, genres, critical discourse analysis, corpus approaches

Coherence: coherence, cohesion, cohesive devices,

Register: register, lexico-grammatical features

Information organization: themes, rhemes, thematic progression

Pragmatic theory: Cooperative principle, implicature, politeness

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Carrell, P.L. (1982). Cohesion is not coherence. <i>TESOL Quarterly</i> , 16, 479-488.
2.	Er, E. (2001). Text analysis and diagnostic assessment. In A. Burns & C. Coffin (eds.), <i>Analysing English in a global context: A reader</i> , pp.229-239. London, U.K.: Routledge.
3.	Flowerdew, J. (2013). <i>Discourse in English Language Education</i> . London: Routledge.
4.	Halliday, M.A.K. & Hasan, R. (1976). <i>Cohesion in English</i> . London: Longman.
5.	Hyland, K. (2004). <i>Genre and second language writing</i> . (Chapters 5 and 7). Ann Arbor: University of Michigan.
6.	Lee, I. (1998). Enhancing ESL students' awareness of coherence-creating mechanisms in writing. <i>TESL Canada Journal</i> , 15(2), 36-49.
7.	Martin, J. R., Matthiessen, C.M.I.M. & Painter, C. (1997). <i>Working with functional grammar</i> . London: Arnold.
8.	McCarthy, M. (1991). <i>Discourse analysis for language teachers</i> . Chapter 2. Cambridge: CUP.
9.	McCarthy, M. (2001). <i>Discourse</i> . In R. Carter & D. Nunan (Eds.), <i>The Cambridge Guide to Teaching English to speakers of other languages</i> (pp. 49-55). Cambridge: CUP.

10.	Nunan, D. (1993). <i>Introducing discourse analysis</i> . Chapter 1. London: Penguin.
11.	Painter, C. (2001). Understanding genre and register: Implications for language teaching. In A. Burns & C. Coffin (Eds.), <i>Analyzing English in a global context</i> , pp.167-180. London: Routledge.
12.	Tardy, C. (2006). Researching first and second language genre learning: A comparative review and a look ahead. <i>Journal of Second Language Writing</i> , 15, 79-101.
13.	Paltridge, B. (2012). <i>Discourse analysis</i> . Second edition. London: Bloomsbury.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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