

# EN3329: DISCOURSE AND PRAGMATICS

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## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

Discourse and Pragmatics

### Subject Code

EN - English

### Course Number

3329

### Academic Unit

English (EN)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to:

- Develop students' awareness of a range of key features of English which operate above the level of the sentence.

- Enable students to appreciate how these features of language operate on the level of text, discourse practice and social practice.
- Give students tools and skills to analyze spoken and written language and to use this analysis to solve practical communication problems in social, educational and workplace settings.

**Course Intended Learning Outcomes (CILOs)**

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)		
1	Explain the theoretical concepts and analytical procedures associated with the major schools of discourse analysis and pragmatics including mediated discourse analysis, genre analysis, conversation analysis, pragmatics, speech act theory, systemic functional linguistics (as it applies to discourse), interactional sociolinguistics, critical discourse analysis and multimodal discourse analysis.			x
2	Apply these concepts to the analysis of written and spoken texts of various genres.			x
3	Analyse and evaluate communicative situations in institutions to discover the key texts and key social practices involved and how they interact and use the concepts and analytical tools they have learned to analyse these texts and practices with the aim of improving communication.		x	x

**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.

**Teaching and Learning Activities (TLAs)**

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive Lectures Concepts are explained and illustrated through examples and discussed and debated among students.	1	
2	Group Activities Students work in groups to analyze sample texts and discover patterns in discourse.	1, 2	

3		Fieldwork Students choose a #site of investigation' relevant to their own lives, collect data from this site and analyze it in their #discovery journals'	2, 3	
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**Assessment Tasks / Activities (ATs)**

	<b>ATs</b>	<b>CILO No.</b>	<b>Weighting (%)</b>	<b>Remarks</b>
1	Field Work and Journal Students choose a 'site of investigation' which they study throughout the semester (such as a workplace, a school, or an organization), collect written and spoken texts from this site and conduct analysis of these texts based on the principles of discourse analysis covered in the lectures through which they discover key discourse related issues and challenges and proposed innovative ways to understand and meet them.	2, 3	40	
2	Test1 The test1 aims to assess students' understanding of theoretical concepts and their abilities to apply the concepts to analyze discourses. The test is based on the content that has been taught until midterm. The test format includes different question types, for example multiple-choice questions, short-answer questions, and text analysis.	1, 2, 3	25	

3	Test2 The test2 aims to assess students' understanding of theoretical concepts and their abilities to analyze discourses. The test is based on the content that has been taught from the midterm to the end of the semester. The test format includes different question types, for example multiple choice, short answer, and text analysis.	1, 2, 3	25	
4	Class Participation Students participate actively in class discussions and activities.		10	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Field Work and Journal

**Criterion**

Content

**Excellent (A+, A, A-)**

Able to choose, collect and transcribe appropriate data, identify key features, apply principles and tools of analysis accurately and appropriately, and synthesize findings into a coherent and insightful analysis.

**Good (B+, B, B-)**

Able to choose, collect and transcribe appropriate data, identify key features, apply principles and tools of analysis accurately and appropriately, and describe findings clearly.

**Fair (C+, C, C-)**

Able to choose, collect and transcribe appropriate data, identify key features, and apply some principles and tools of analysis with a moderately high level of accuracy and appropriateness.

**Marginal (D)**

Able to choose, collect and transcribe data and identify key features, and apply some principles and tools of analysis.

**Failure (F)**

Unable to choose, collect and transcribe data and/or apply principles and tools to analyze it.

**Assessment Task**

## Field Work and Journal

### Criterion

Language and format

#### Excellent (A+, A, A-)

An excellent use of various grammatical structures; An excellent use of academic vocabulary; No mistakes in spelling and grammar; No mistakes in citation format and reference list; An academic tone

#### Good (B+, B, B-)

A good use of various grammatical structures; A good use of academic vocabulary; Occasional mistakes on spelling and grammar; Occasional mistakes on citation format and reference list; An academic tone

#### Fair (C+, C, C-)

A fair use of various grammatical structures; A fair use of academic vocabulary; Several mistakes on spelling and grammar or systematic grammatical mistakes; Several mistakes on citation format and reference list; A less academic tone

#### Marginal (D)

A limited use of various grammatical structures; A limited use of academic vocabulary; Frequent mistakes on spelling and grammar; Frequent mistakes on citation formats and reference list; An informal tone

#### Failure (F)

Fail to use various grammatical structures; Fail to use academic vocabulary; Frequent mistakes on spelling and grammar, which affects the overall comprehension; No citation and/or reference list; An informal tone

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## Assessment Task

### Field Work and Journal

#### Criterion

Organization

#### Excellent (A+, A, A-)

An excellent structure for all mandatory sections

- a) Use effective headings
- b) Show strong coherence

#### Good (B+, B, B-)

A clear structure for all mandatory sections

- a) Use clear headings
- b) Show good coherence

#### Fair (C+, C, C-)

A clear structure for most mandatory sections but with an unclear structure for one section

- a) Use ineffective headings
- b) Show fair coherence

#### Marginal (D)

An unclear structure for most mandatory sections

- a) Use unclear headings

b) Show limited coherence

**Failure (F)**

Fail to organize the paper based on the assignment prompt

- a) No headings
- b) No coherence

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**Assessment Task**

Test

**Criterion**

Knowledge and analytical skills

**Excellent (A+, A, A-)**

Demonstrates excellent skills in describing, explaining, analyzing, comparing and evaluating language data and consistently maintain a high degree of grammatical accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.

**Good (B+, B, B-)**

Demonstrates good skills in describing, explaining, analyzing, comparing and evaluating language data and show a relatively high degree of grammatical control in giving descriptions, explanations, analyses, comparisons and evaluations.

**Fair (C+, C, C-)**

Demonstrates adequate skills in describing, explaining, analyzing, comparing and evaluating language data and communicate with reasonable accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.

**Marginal (D)**

Demonstrates very limited skills in describing, explaining, analyzing, comparing and evaluating language data and use simple structures correctly in giving descriptions, explanations, analyses, comparisons and evaluations.

**Failure (F)**

Unable to demonstrate skills in describing, explaining, analyzing, comparing and evaluating language data and shows only limited control of a few simple grammatical structures and sentence patterns in giving descriptions, explanations, analyses, comparisons and evaluations.

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**Assessment Task**

Class Participation

**Criterion**

Engagement and participation

**Excellent (A+, A, A-)**

Student is highly engaged in class/group activities and discussions and extremely pro-active in offering insightful views on topics covered.

**Good (B+, B, B-)**

Student is engaged in class/group activities and discussions and active in contributing views on topics covered.

**Fair (C+, C, C-)**

Student participates in learning activities and offers views on topics covered from time to time.

### **Marginal (D)**

Little evidence of participation in learning activities, and views on topics covered are offered infrequently.

### **Failure (F)**

Fails to participate in class activities.

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## **Part III Other Information**

### **Keyword Syllabus**

Discourse, text and context

Definition of terms discourse, text and context; introduction of ideational, interpersonal, and textual metafunctions

Cohesion

The concept of cohesion as semantic links; types of cohesion: reference, ellipsis, substitution, lexical cohesion; other less acknowledged types of cohesion

Thematic development

The notion of theme; them and rheme; ideational, interpersonal and textual themes; how themes develop as a text progresses; theme as a feature of textuality

The Ethnography of Speaking

Speech situation, speech event, speech act; Hymes' s SPEAKING model; cultural and communicative competence

Speech acts

How to do things with words; Austin and Searle' s conceptions of speech acts; locution; illocution, perlocution, felicity conditions

Conversational principles and politeness

Grice' s maxims and Sperber and Wilson' s concept of relevance; implicature; the flouting of maxims; Brown and Levinson' s system of positive and negative politeness; Face threatening acts; Leech' s politeness principle; politeness in writing

Conversation Analysis

Ethnomethodology; conversation as action; turn taking; adjacency pairs; conditional relevance; openings and closings; repair

Spoken and written language

Spoken and written language are fundamentally different; what are these differences; the notion of "spokenness" and "writtenness"

Interactional Sociolinguistics

Transactional versus interactional language; contextualization cues; framing; positioning; staging; topic shift; back-channeling; reformulation; repair; negotiating meaning and exploiting ambiguity

Intertextuality and genre

Definitions of intertextuality and genre; genre as intertextuality; genre and communicative purpose; genre and staging; analysis of some stereotypical and less stereotypical genres

Mediated Discourse Analysis

Mediated action, cultural tools, nexus or practice, actional chains and social practices; interaction order; historical body; discourses in place; funnel of commitment

Critical discourse analysis

Goals of critical discourse analysis; language and power; "common sense" meaning and "naturalisation" ; manipulation; common manipulative linguistic and pragmatic devices

Multimodal Discourse Analysis

Mode and media; multimodal transcription; the grammar of visual design; modal density and modal complexity; multimedia

### **Reading List**

**Compulsory Readings**

Title	
1	Paltridge, B. (2022). Discourse analysis. Third edition. London: Bloomsbury

**Additional Readings**

Title	
1	Bhatia, V.K., Flowerdew, J. and Jones, R. (eds.) (2008) Advances in Discourse Studies. London: Routledge.
2	Cutting, J. (2002) Pragmatics and Discourse. London: Routledge.
3	Gee, J. P. & Handford, M. (Eds.), (2012). The Routledge handbook of discourse analysis. London: Routledge.
4	Hart, C. (2020). Multimodal discourse analysis. In C. Hart (Ed.), Researching discourse: A student guide. (pp. 143-179). London: Routledge.
5	Hyland, K. & Paltridge, B. (Eds.), (2013). Continuum companion to discourse analysis. London: Bloomsbury.
6	Hyon, S. (2018). Introducing genre and English for specific purposes. London: Routledge.
7	Jones, R. (2019). Discourse analysis. A resource book for students. Second edition. London: Routledge.
8	Paltridge, B. (2007) Discourse Analysis: An Introduction. London: Continuum.