

<b>Subject Code</b>	ENGL3038
<b>Subject Title</b>	Discourse Analysis
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion ENGL3003 English Discourse in the Professions
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop students' awareness of the key concepts, categories and frameworks that relate to the analysis of spoken and written discourse;</li> <li>2. To develop students' critical understanding of discourse, how it is used in context, and how it can be interpreted;</li> <li>3. To develop students' ability to apply different discourse analytical frameworks to the analysis of authentic texts;</li> <li>4. To help students understand the link between a particular discourse analytical framework and the meaning that is generated by applying this framework to discourse;</li> <li>5. To help students critically reflect on the strengths and potential weaknesses of different discourse analytical frameworks and choose one that is best suited to the discourse type they are analysing.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>On successfully completing the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Demonstrate an understanding of the main differences between spoken and written discourse genres;</li> <li>b. Demonstrate awareness of the importance of context for understanding the meaning of discourse;</li> <li>c. Demonstrate a clear understanding of different analytical frameworks for analysing discourse and how these frameworks impact the meaning that is generated;</li> <li>d. Demonstrate ability to analyse authentic examples of spoken and written discourse by applying and critically assess different analytical frameworks;</li> </ol>

	<p>e. Show awareness of the potential for (public) discourses to create (group) identities, create, question and manipulate public opinion, and persuade and dissuade audiences.</p>																																	
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. Introduction to spoken and written discourse: form and function;</li> <li>2. Similarities and differences between spoken and written discourse as a genre;</li> <li>3. Recording and analysing spoken discourse;</li> <li>4. <b>Introduction to different approaches to discourse analysis.</b> The subject teacher will choose at least five of the following approaches: <ol style="list-style-type: none"> <li>(a) Conversation Analysis;</li> <li>(b) Critical Discourse Analysis;</li> <li>(c) Interactional Sociolinguistics;</li> <li>(d) Discursive Psychology;</li> <li>(e) Pragmatics/Politeness Theory;</li> <li>(f) Multimodal Discourse Analysis;</li> <li>(g) Corpus-based Discourse Analysis;</li> <li>(h) Systemic Functional Linguistics</li> </ol> </li> </ol>																																	
<p><b>Teaching/ Learning Methodology</b></p>	<p>This a hands-on subject and classes will be highly interactive. Assignments are designed to provide students with tasks that require the evaluation, synthesis and application of discourse concepts and approaches to the critical analysis and discussion of spoken and written discourses <del>in professional contexts</del>. The overall approach, which is in keeping with the fundamental principle of discourse analysis, is data-oriented. The examples of discourse studied in the subject are authentic.</p>																																	
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1) In-class midterm quiz</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2) Participation (in class and online)</td> <td>15%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3) Final assignment</td> <td>50%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1) In-class midterm quiz	35%	✓	✓	✓	✓	✓	2) Participation (in class and online)	15%						3) Final assignment	50%	✓	✓		✓	
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	Total	100 %	
	<p>Students are assessed in terms of both subject knowledge, and their ability to apply discourse analytical frameworks to the analysis of authentic discourse.</p> <ol style="list-style-type: none"> <li>1. The in-class midterm quiz (35%) is testing students' familiarity with key terms and principles in discourse analysis;</li> <li>2. In-class and online participation (15%) measures students' engagement in the subject and their willingness to try to analyse discourse examples;</li> <li>3. The final assignment (50%) assesses students' ability to apply a discourse analytical framework of their own choice to authentic spoken or written discourses and provide a plausible analysis of the texts. Students will be allowed to choose from a selection of texts.</li> </ol>		
<b>Student Study Effort Expected</b>	Class contact:		
	▪ Lectures	39 Hrs.	
	▪ Seminars	0 Hrs.	
	Other student study effort:		
	▪ Private study	58 Hrs.	
	▪ Preparation and drafting of assignments	33 Hrs.	
	Total student study effort		130 Hrs.
<b>Reading List and References</b>	<p><b>Core text</b></p> <p>Jenks, C. J. (2021). <i>Researching Classroom Discourse</i>. Routledge</p> <p><b>References</b></p> <p>Benwell, B. &amp; Stokoe, E. (2009). <i>Discourse and Identity</i>. Edinburgh University Press</p> <p>Gee, J.P. &amp; Handford, M. (2012). <i>The Routledge Handbook of Discourse Analysis</i>. Routledge.</p> <p>Grundy, P. (2008). <i>Doing Pragmatics</i> (3<sup>rd</sup> edition). Edward Arnold.</p> <p>Jaworski, A. and Coupland, N. (2014). <i>The Discourse Reader</i>.</p>		

	<p>Routledge.</p> <p>Jones, R. (2012). <i>Discourse analysis</i>. London: Routledge.</p> <p>Schiffrin, D. (2003). <i>Approaches to Discourse</i>. Wiley-Blackwell</p> <p>Wetherell, M., Taylor, S., &amp; Yates, S. (2008). <i>Discourse Theory and Practice</i>. Sage.</p>
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Revised by Hans Ladegaard, April 2023