

<b>Subject Code</b>	ENGL4017
<b>Subject Title</b>	Critical Language and Cultural Studies
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	<p>The subject introduces students to the critical analysis of discourse. In the course students identify and analyse the core cultural meanings in contemporary social life through the linguistic resources found in a range of texts. It enables students to reflect, and critically appreciate the meanings constructed through a range of genres. In this subject students examine, analyse and discuss a range of genres including educational, political, workplace and media texts.</p> <p>Discourse will be analysed in order to understand the cultural assumptions embedded within the text. As stated by Fairclough (1992, p. 7), this subject will investigate:</p> <p><i>How language conventions and language practices are invested with power relations and processes which people are often unaware of. It criticizes mainstream language study for taking conventions and practices at face value as objects to be described, in a way which obscures their political ideological investment.</i></p> <p>The skills and knowledge gained by the students will be applicable to other subjects and areas studied and to the student's future profession.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>display the necessary critical analytical skills to undertake a robust analysis of authentic discourse, both spoken and written, derived primarily from professional settings.</li> <li>critically reflect on, discuss and understand the explicit and implicit socio-cultural meanings in a range of texts.</li> <li>integrate and synthesise ideas and approaches studied.</li> <li>reflect, generalize, summarise and present the analysis they undertake.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p>

	<ul style="list-style-type: none"> <li>e. develop a greater appreciation and understanding of leadership, and national and social responsibility.</li> <li>f. apply the subject knowledge and generic skills learned in this subject to other subjects on the programme.</li> <li>g. apply the knowledge gained to their future chosen professions in terms of justifying their understanding of discourse and creating their own discourses.</li> </ul>								
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. The relationship between language and culture</li> <li>2. The tools of critical discourse analysis</li> <li>3. Multiperspective methods of analysis</li> <li>4. Argumentation in public discourse</li> <li>5. Narrative and image-construction</li> </ol>								
<b>Teaching/ Learning Methodology</b>	The subject will be taught through a variety of modes including interactive workshops, seminars and web-based activities. The overall approach, which is in keeping with the fundamental principle of critical discourse analysis, is data-oriented.								
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c	d	e	f	G
	1. Critical Analysis of Discourses Portfolio	60%	✓	✓	✓	✓	✓	✓	✓
	2. Presentation	40%	✓	✓	✓	✓	✓	✓	✓
	Total	100 %							
<p>The subject is assessed entirely through coursework. Students are assessed in terms of both subject knowledge and practical application. Each assignment requires the critical application of a discourse analysis approach/concept to authentic professional and public discourse(s). Students are expected to evaluate both the method(s) and their findings and/or meaningfully synthesise their ideas.</p>									

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	39 Hrs.
	▪ Seminars	0 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Take-home assignments	29 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p>Bhatia, A. (2015) <i>Discursive Illusions in Public Discourse: Theory and Practice</i>. New York, London: Routledge</p> <p>Bhatia, V. K. (2017). <i>Critical Genre Analysis: Investigating interdiscursive performance in professional practice</i>. London &amp; New York: Routledge.</p> <p>Charteris-Black J (2004) <i>Corpus Approaches to Critical Metaphor Analysis</i>. Hampshire: Palgrave Macmillan.</p> <p>Fairclough, N. (2013). <i>Critical discourse analysis: The critical study of language</i>. Routledge.</p> <p>Jaworski, A. &amp; Coupland, N. (2014). <i>The Discourse Reader</i>. Routledge</p> <p>Layder, D. (1993) <i>New Strategies in Social Research: An Introduction and Guide</i>. Cambridge: Polity Press.</p> <p>Van Dijk TA (1993) Principles in critical discourse analysis. <i>Discourse &amp; Society</i> 4(2): 249–283.</p> <p>Wodak, R. (2001) ‘What CDA is About- A Summary of its History, Important Concepts and its Developments’. In R. Wodak and M. Meyer (Eds), <i>Methods of Critical Discourse Analysis</i>. London: Sage.</p> <p>Wodak, R. (2002) ‘The Discourse Historical Approach’. In R. Wodak and M. Meyer (Eds), <i>Methods of Critical Discourse Analysis</i>. London: Sage.</p> <p><b>Useful Journals</b>  <i>Journal of Pragmatics</i>  <i>Discourse &amp; Communication</i>  <i>Discourse &amp; Society</i>  <i>Critical Discourse Studies</i></p>	

Revised as of July 2020