Subject Code	ENGL5007
Subject Title	Multimodality & Semiotics Studies
Credit Value	3
Level	5
Pre- / Co-requisite / Exclusion	None
Objectives	The subject intends to introduce the major theoretical tools of multimodal discourse analysis for the MA in English Studies for the Professions (MAESP). This subject aims to • Extends students understanding of the important role of non-linguistic resources in various professional contexts in the contemporary society; • Enable students to understand the basic working mechanism of visual images and multimodal discourse; • Enhance students' competence in using multimodal resources in professional communication (e.g. business, teaching, etc.).
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. recognize the important role of visual images in contemporary communication; b. understand the working mechanism of visual images and multimodal discourse from different theoretical approaches c. develop multimodal analytical skills to understand complex discourse practices in professional communication d. use the knowledge to produce materials for professional communication (e.g. business, teaching) more effectively
Subject Synopsis/ Indicative Syllabus	Designed to suit the four specialisms of MAESP, this subject contains the following contents: (1) Theories and approaches to the multimodal analysis as an extension of studies of English language; (2) Analysis of advertising discourse for promotional communication, including promotional language and images in traditional and new media; (3) Analysis of multimodal discourse in the educational context, including textbooks and classroom teaching; (4) Analysis of various visual art forms, such as paintings, comics, and film, as an extension of studies of language art.

Teaching/ Learning Methodology	The subject will be conducted as interactive lectures. The assignments will involve student-led seminars, a mid-term paper and a final project. Students are expected to analyze a range of multimodal discourse types, such as advertisements, websites, textbooks, and paintings, throughout the course. Each assessment activity requires independent research and analytical skills.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific Assessment methods/tasks	% weighting	a	b	c	d
1. Participation and on class performance	20%	✓	✓	✓	✓
2. Mid-term paper	40%	✓	✓	✓	
3. Final Project	40%	✓	✓	✓	✓
Total	100%				

The student-led seminars are designed for students to take up their own learning responsibility through researching on examples of multimodal discourse, and discussing and presenting them with the rest of the group members in class. The mid-term paper and final project aim to address the understanding of the analytical tools and theoretical frameworks introduced in the subject. The materials to be interpreted and analyzed in these assessments are authentic multimodal discourse so as to keep in alignment with real professional communication practice.

Student Study Effort Required

Class contact:	
▪ Lecture	39 Hrs.
▪ Seminar	0 Hrs.
Other student study effort:	
▪ Assignments & presentation presentations	30 Hrs.
▪ Research & self study	57 Hrs.

	Total student study effort	126 Hrs.
Reading List and References	Cope, B. & Kalantzis, M. (Eds.). (2000). Multiliteracies: Literacy Learning and the Design of Social Futures. South Yarra, VIC: Macmillan. Guo, S. & Feng, D. (2015). The Visual Construction of Knowledge in English Textbooks from an Ontogenetic Perspective. Linguistics and Education, 31: 115-129. Forceville, C. (1996). Pictorial metaphors in advertising. London: Routledge. Jewitt, C. & Kress, G. R. (2003). Multimodal Literacy. New York: Peter Lang. Jewitt, C. (Ed.). (2014). The Routledge handbook of multimodal analysis. London: Routledge. Kress, G. & van Leeuwen, T. (2006). Reading Images: The Grammar of Visual Design. London: Routledge. Mills, K. A. (2011). The Multiliteracies Classroom. Bristol: Multilingual Matters. O'Halloran, K.L. (2004). (Ed.). Multimodal discourse analysis: Systemic-functional perspectives. London and New York: Continuum. O'Toole, M. (2010). The Language of Displayed Art. London: Routledge.

Revised by William Feng, April 2017