Subject Code	ENGL5014
Subject Title	Genres in Context
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This subject examines the notion of genre using analytical tools and frameworks from different traditions. A variety of spoken and written genres in different professional, business, institutional and workplace contexts will be examined. The subject explores the discursive practices, linguistic features and socio-cognitive aspects of various genres, as well as how genres change and emerge as a result of social changes and technological advancement. Students are introduced to different methods of analyzing professional genres and professional practices as products of changing societies.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: **Category A: Professional/academic knowledge and skills** a) understand the discursive and professional practices associated with a variety of professional, business, institutional and workplace genres; b) critically evaluate and justify the suitability of different frameworks and methods in analyzing, interpreting and discussing both spoken and written professional genres; and c) critically apply analytical techniques to the analysis of exemplars of a genre. **Category B: Attributes for all-roundedness** d) have a more critical understanding of the ways in which spoken and written genres are shaped in professional contexts; e) employ a range of strategies for effective communication and learning autonomously and collaboratively; and f) apply analytical skills studied throughout the subject to their own contexts and professional life.
Subject Synopsis/ Indicative Syllabus	The indicative syllabus will focus on the following areas: • Genre in different traditions • Professional, business, institutional and workplace genres • Spoken genres (e.g. service encounters, training, meetings, negotiations) • Written genres (e.g. sales promotion letters, corporate emails, fundraising letters, annual reports)

	- Transactional and relational aspects of workplace genres - Intertextuality and interdiscursivity; appropriation of generic resources
Teaching/Learning Methodology	Lecture inputs will be integrated with interactive seminar activities. Whenever possible, the examples/data used during the subject will be drawn from the students and their places of work in order to underline the relevance and applicability of what is being studied.
Assessment Methods in Alignment with Intended Learning Outcomes	The assignment for this course is a research report involving an analysis of selected exemplars of a genre of the student's choice. The research may take the form of a case study that incorporates the perspectives of at least one informant from a particular discourse community, together with selected exemplars from this community. The number of exemplars analyzed may vary, depending on length, so long as the total number of words in the exemplars is at least 1,500. The report should include all the necessary elements of a research report, i.e. an introduction, literature review, method, findings, discussion and conclusion. The literature review will receive a separate grade. The full report (including the literature review) should contain around 4,000 words.

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
		a	b	c	d	e	f
1. Assignment 1 – **Literature review** Critical review with at least 6 references (1,500words)	50%	✓	✓	✓	✓		✓
2. Assignment 2 – Research Report (2,500 words, excluding the Literature Review)	50%	✓	✓	✓	✓	✓	✓
Total	100 %						

Both assignments require students to critically apply relevant genre theories/ analytical frameworks covered in the course. Students must be able to critically analyze real-world data and be aware of the implications of such analyses for their own professional communication.

Student Study Effort Expected	Class contact:	
	▪ Lectures / Seminars	39 Hrs.
	Other student study effort:	
	▪ Preparing for in-class seminar activities by reading articles and books	60 Hrs.
	▪ Other private study	21 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	Bhatia, V. J. (1993). *Analysing Genre: Language Use in Professional Settings*. London: Longman. Bhatia, V. K. (2004). *Worlds of Written Discourse.* London: Continuum. Bhatia, V. K. (2010). Interdiscursivity in professional communication. *Discourse and Communication, 4*(1), 32-50. Eggins, S., & Slade, D. (1997). *Analysing Casual Conversation*. London: Cassell. Flowerdew, J., & Wan, A. (2006). Genre analysis of tax computation letters: How and why tax accountants write the way they do. *English for Specific Purposes, 25*, 133-153. Handford, M. (2010). *The Language of Business Meetings*. Cambridge: Cambridge University Press. Holmes, J. & Stubbe, M. (2003). *Power and politeness in the workplace: A sociolinguistic analysis of talk at work.* London: Pearson. Koester, A. (2010). *Workplace Discourse*. London: Continuum. Rutherford, B. A. (2005). Genre analysis of corporate annual report narratives: A corpus linguistics-based approach. *Journal of Business Communication, 42*(4), 349-378. Swales, J.M. (1990). *Genre Analysis*. Cambridge: Cambridge University Press. Trosberg, A. (Ed.) (2000). *Analysing Professional Genres*. Amsterdam: Benjamins.

Prepared by Clarice Chan (August 2015)