

Subject Code	ENGL512
Subject Title	Analysing Professional Discourse
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>This subject aims to familiarise students with the variation that exists across a range of professional registers (business, legal and news media). It also aims to help students to identify and describe a range of text-types encountered in professional settings. In addition, it provides students with the necessary analytical tools to undertake an analysis and interpret the meanings made in authentic professional discourse, both spoken and written. The analytical tools studied, the approach of deconstructing texts and critically reflecting on the meanings made by choices in the discourse can be applied to their own discourse in the workplace and elsewhere.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. Develop an understanding of key approaches to the analysis of spoken and written texts. These approaches include conversational analysis (CA), systemic functional linguistics (SFL), critical discourse analysis (CDA) and English for Specific Purposes. b. Deconstruct the choices made in a text to understand the meanings made in relation to for example, the communicative purposes of texts, the coherence (sequencing of ideas, speech acts and metaphor), the genre and generic structure, the interpersonal meaning made. c. Apply discourse analytical approaches and techniques to analyse and interpret a variety of authentic professional texts in order to understand how they make meaning in context. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> d. Reflect and critically appreciate the discourse choices they make in their daily life, and how these choices influence others.
Subject Synopsis	<p>Indicative Content The subject will be divided into three units: Unit 1: Introduction to Discourse Analysis: Variation across registers (business, legal and news media discourse).</p>

	<p>Unit 2: Analysing spoken language, e.g. casual conversation, business meetings, media texts, service encounters.</p> <p>Unit 3: Analysing written language e.g. company reports, legal texts; business letter, reports, media texts.</p>																																							
Teaching/Learning Methodology	<p>The subject will involve the following modes of teaching and learning:</p> <ul style="list-style-type: none"> ▪ Reading in which you will learn more about these concepts, ideas and techniques. ▪ Discussion groups in which you apply these ideas in analysing and talking about texts. ▪ Workshops/seminars in which you will engage in investigating texts and sharing your findings. 																																							
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 678 1455 1144"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Paper 1</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Seminar</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Report</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>The subject will be assessed on coursework, which will include</p> <p>Spoken Discourse in Professional Contexts 50%</p> <ul style="list-style-type: none"> - Paper 1- in this paper students will be involved in identifying, collecting, transcribing, analyzing and interpreting some authentic spoken professional discourse. <p>Written Discourse in Professional Contexts 50%</p> <ul style="list-style-type: none"> - Seminar Presentation (15%) – in groups of 3 or 4 the students select a text type from professional contexts and as a group prepare an interactive seminar where the class explore their chosen text type - Report (35%) – based on the collection of texts from their chosen text type the student selects one or two salient discourse features and critically discusses the meanings made by the selected discourse feature across the texts in their sample. 						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Paper 1	50%	✓	✓	✓	✓	2. Seminar	15%	✓	✓	✓	✓	3. Report	35%	✓	✓	✓	✓	Total	100 %				
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1. Paper 1	50%	✓	✓	✓	✓																																			
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Student Study Effort Required	Class contact:																																							
	• Lecture					39 Hrs.																																		
	• Seminar					0 Hrs.																																		
	Other student study effort:																																							
	• Private study					47 Hrs.																																		

	<ul style="list-style-type: none"> • Study and writing assignments 	30 Hrs.
	Total student study effort	116 Hrs.
Reading List and References	<p>Required reading: Martin, J.R. & Rose, D. 2007 <i>Working with Discourse</i>. London: Continuum.</p> <p>Unit 1: On the nature of language and on discourse analysis (general) Fairclough, N. 1995. <i>Critical discourse analysis: The critical study of language</i>. London: Longman.. Halliday, M.A.K. 1985. <i>Spoken and Written Language</i>. Geelong, Vic: Deakin University Press Halliday, M.A.K. 2001. Literacy and linguistics: Relationships between spoken and written language. In Burns, A and Coffin, C (eds), <i>Analysing English in a global context</i>. London: Routledge Martin, J.R. 2001. Language, register and genre. In Burns, A & Coffin, C (eds), <i>Analysing English in a global context</i>. London: Routledge Painter, C. 2001. Understanding genre and register: Implications for language teaching. In Burns, A & Coffin, C (eds), <i>Analysing English in a global context</i>. London: Routledge Martin, J.R. & Rose, D. 2007 <i>Working with Discourse</i>. London: Continuum. Martin, J.R. & Rose, D. 2008 <i>Genre Mapping Relations</i>. London: Equinox.</p> <p>Unit 2: On analysing spoken language Burns, A & Joyce, H 1997. <i>Focus on Speaking</i>. Sydney: NCELTR, Macquarie University Burns, A. 2001. Analysing spoken discourse: implications for TESOL, in Burns, A & Coffin, C (eds), <i>Analysing English in a global context</i>. London: Routledge Eggins, S. and Slade, D. 1997. <i>Analysing Casual Conversation</i>. London: Cassell. Forey, G. & Lockwood, J. 2007. "I'd love to put someone in jail for this": An Initial Investigation of English in the Business Processing Outsourcing (BPO) Industry. <i>English for Specific Purposes</i>. 26/3, 308-326. Gardner, R. 1994. Conversation Analysis: some thoughts on its applicability to applied Linguistics', in <i>Spoken Interaction Studies in Australia</i>. Gardner (ed) Applied Linguistics Ass. of Australia Gardner, R. 1998. Between speaking and listening: the vocalisation of understandings, in <i>Applied Linguistics</i>, 19/2. Hood, S. & Forey, G. 2005. Presenting a conference paper: Getting interpersonal with your audience. <i>Journal of English for Academic Purposes</i>. 4. 291-306 Hood, S & Forey, G. 2008. The interpersonal dynamics of call-centre interactions: Co-constructing the rise and fall of emotion. <i>Discourse and Communication</i>. 2/4, 389-409. Eggins, S. 2000. Understanding everyday talk. In Unsworth, L. (ed) <i>Researching language in schools and communities</i>. London: Cassell.</p> <p>Unit 3: On analysing written language Bhatia, V.K. 2004. <i>Worlds of written discourse: A Genre-based view</i>. London: Continuum. Coffin, C, Donohue, J. & North, S. 2009. <i>Exploring English Grammar</i>.</p>	

	<p>London: Routledge.</p> <p>Forey, G. 2004. Workplace texts: Do they mean the same for teachers and business people? <i>English for Specific Purposes</i>. 23/4 447-469</p> <p>Forey, G. & Thompson, G. (eds), 2009. <i>Text type and Texture</i>. London: Equinox.</p> <p>Halliday, M. & Hasan, R. 1976. <i>Cohesion in English</i>. London: Longman.</p> <p>Halliday, MAK & Matthiessen, CMIM. 2004. <i>Introduction to Functional Grammar</i>. London: Edward Arnold.</p> <p>Martin, JR. & White, P. 2005. <i>The Language of Evaluation</i>. London: Palgrave Macmillan.</p>
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