

Subject Code	ENGL519
Subject Title	Discourse Analysis
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>The subject is designed to:</p> <ol style="list-style-type: none"> 1. develop students' knowledge of the main concepts, categories and frameworks relating to the analysis of written and spoken discourse; 2. develop students' ability to critically apply discourse analytical theories and frameworks to their professional contexts; 3. develop students' critical understanding of the form, meaning and use of language and the principles involved in the interpretation of texts, both written and spoken; 4. develop students' awareness and knowledge of the pragmatic influences which affect English language in use and develop students' autonomy in the learning process.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. demonstrate an understanding of the relationships between the contexts of use and linguistic features of written and spoken texts; b. identify and describe structural elements, textual patterns and organization of written and spoken texts; c. demonstrate an understanding of the ways of describing how meanings are created and interpreted; d. critically deconstruct texts from a variety of professional settings to enhance communication skills.
Subject Synopsis/ Indicative Syllabus	<p>The following topics will be covered:</p> <ul style="list-style-type: none"> ● Why do discourse analysis? Form and function ● Differences between written and spoken language ● Genre analysis ● Discourse and context ● Different approaches to analyzing discourse: <ol style="list-style-type: none"> (a) Critical Discourse Analysis (b) Interactional Sociolinguistics (c) Conversation Analysis (d) Discursive Psychology (e) Pragmatics and Discourse Analysis (f) Multimodal Discourse Analysis

Teaching/Learning Methodology	Interactive lectures; reading assignments; analysis of texts.																																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="501 443 1465 954"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Mid-term assignment</td> <td>40%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. End-of-term assignment</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="501 1010 1465 1081">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="501 1104 1465 1285">The mid-term assignment is a quiz that will test students' factual knowledge about discourse analysis; the end-of-term assignment is a discourse analytical exercise in which students will be asked to analyze a piece of authentic discourse using one of the analytical approaches they have learned.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Mid-term assignment	40%			✓	✓			2. End-of-term assignment	60%	✓	✓	✓	✓			Total	100 %						
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Student Study Effort Expected	Class contact:																																												
	<ul style="list-style-type: none"> ▪ Lecture 						39 Hrs.																																						
	<ul style="list-style-type: none"> ▪ Seminar 						0 Hrs.																																						
	Other student study effort:																																												
	<ul style="list-style-type: none"> ▪ Preparation for seminars and lectures 						29 Hrs.																																						
	<ul style="list-style-type: none"> ▪ Preparation for assignments 						52 Hrs.																																						
	Total student study effort						120 Hrs.																																						
Reading List and References	Benwell, B. & Stokoe, E. (2009). <i>Discourse and Identity</i> . Edinburgh University Press Gee, J.P. & Handford, M. (2012). <i>The Routledge Handbook of Discourse Analysis</i> . Routledge. Grundy, P. (2008). <i>Doing Pragmatics</i> (3 rd edition). Edward Arnold. Jaworski, A. and Coupland, N. (2014). <i>The Discourse Reader</i> . Routledge. Jenks, C. J. (2021). <i>Researching Classroom Discourse</i> . Routledge Jones, R. (2012). <i>Discourse analysis</i> . London: Routledge. Schiffrin, D. (2003). <i>Approaches to Discourse</i> . Wiley-Blackwell																																												

	Wetherell, M., Taylor, S., & Yates, S. (2008). Discourse Theory and Practice. Sage.
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Revised in January 2023 by John Scott Daly