

The Hong Kong Polytechnic University

**Subject Description Form**  
**For Departmental Subjects for Research Students**

<b>Subject Code</b>	ENGL6006
<b>Subject Title</b>	Functional Text Typology: Register Variation in Institutional Contexts
<b>Credit Value</b>	3
<b>Level</b>	6
<b>Pre-requisite / Co-requisite/ Exclusion</b>	---
<b>Objectives</b>	To develop a comprehensive overview of registerial variation – of a typology of text – based on contextual parameters (activity, interactants, role played by text); to locate texts that form the basis of a research project within this typology; to identify linguistic features of texts in this typology according to the text type (register, genre) they belong to; to undertake text-based research projects, sampling texts and compiling text archives (using a computational tool).
<b>Intended Learning Outcomes</b>  (Note 1)	<p><i>Upon completion of the subject, students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. navigate around the context-based text typology;</li> <li>2. develop an archive (repository) of texts based on the typology with the help of a computational tool;</li> <li>3. share data and (partial) analyses through this archive, helping them add collective research goals to their own individual goals;</li> <li>4. locate texts they are analysing within the typology, identifying the implications for their own research;</li> <li>5. select systems to focus on in the analysis informed by the properties of texts categorized and characterized according to the text typology;</li> <li>6. carry out text-based research into different institutional contexts, and write this up as a journal article.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	This course is designed to help research students engaged, or interested, in text-based research to develop this research in the light of a comprehensive “map” of texts types (registers, genres) operating in different institutional texts.

<i>(Note 2)</i>	<ul style="list-style-type: none"> <li>• The value of text-based research</li> <li>• Mapping of institutions through contexts in which texts operate</li> <li>• Sampling of texts and compilations of text archive for research purposes</li> <li>• Overview of approaches to text typology (typologies of registers, genres)</li> <li>• Context-based text typology</li> <li>• Analysis of text informed by text properties informed by context-based text typology</li> <li>• Presentation and writing up of text analyses</li> </ul>																																														
<b>Teaching/Learning Methodology</b>  <i>(Note 3)</i>	<p>The course will progress through in a series of lectures designed to give students a systematic and comprehensive model of context-based model of text types (registers, genres) that they can apply to their own ongoing or planned text-based research. The course will be highly interactive, with many opportunities for the participants to contribute based on their own research, culminating in a six-hour colloquium where they will present their work during the course. The course will mentor students as researchers, giving them a framework for undertaking independent research and helping them work together towards collective research goals.</p>																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i>	<table border="1" data-bbox="539 869 1487 1352"> <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>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Final essay</td> <td>60</td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Presentation</td> <td>20</td> <td></td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Text archive</td> <td>20</td> <td>√</td> <td>√</td> <td></td> <td></td> <td>√</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>a: Ability to work with a comprehensive context-based text typology</p> <p>b: Ability to collect and categorize texts in pursuit of a research project</p> <p>*c: Ability to formulate a text-based research project taking the nature of the text according to its register (genre, text type) into account</p> <p>d: Ability to communicate the findings of text-based research and to produce a publishable journal article</p> <p>e: Ability to formulate collective research goals based on individual research projects</p> <p>(*Intended Learning Outcomes 4 and 5 are subsumed under Assessment Method c.)</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Final essay	60	√		√	√			2. Presentation	20			√	√			3. Text archive	20	√	√			√		<b>Total</b>	<b>100 %</b>						
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<b>Student Study</b>	Class contact:																																														

<b>Effort Required</b>	▪ Lectures: 14 × 2 hours	28 Hrs.
	▪ Colloquium with presentations of student projects	6 Hrs.
	Other student study effort:	
	▪ Reading of research papers	16 Hrs.
	▪ Producing a presentation for the colloquium and drafting the essay	24 Hrs.
	Total student study effort	74 Hrs.
<b>Reading List and References</b>	<p>Bhatia, Vijay K. 2004. <i>Worlds of Written Discourse: A Genre-Based View</i>. London: Continuum.</p> <p>Bowcher, Wendy L. 2010. "The history and theoretical development of <i>context of situation</i> in systemic functional linguistics." <i>Annual Review of Functional Linguistics</i> 2: 64-93.</p> <p>Christie, Fran &amp; Beverley Derewianka. 2008. <i>School discourse: learning to write across the years of schooling</i>. London &amp; New York: Continuum.</p> <p>Christie, Frances &amp; J.R. Martin (eds.). 1997. <i>Genre and institutions: social processes in the workplace and school</i>. London: Cassell.</p> <p>Eggin, Suzanne &amp; Diana Slade. 2005. <i>Analysing casual conversation</i>. London: Equinox.</p> <p>Forey, Gail &amp; Geoff Thompson (eds.). 2008. <i>Text type and texture: in honour of Flo Davies</i>. London &amp; Oakville: Equinox.</p> <p>Halliday, M.A.K. &amp; William S. Greaves. 2008. <i>Intonation in the grammar of English</i>. London: Equinox.</p> <p>Mohsen Ghadessy (ed.). 1993. <i>Register analysis: theory and practice</i>. London: Pinter.</p> <p>Martin, J.R. &amp; David Rose. 2008. <i>Genre relations: mapping culture</i>. London &amp; Oakville: Equinox.</p> <p>Matthiessen, Christian M.I.M. 1993. "Register in the round: diversity in a unified theory of register analysis." In Mohsen Ghadessy (ed.), <i>Register analysis: theory and practice</i>. London: Pinter. 221-292.</p> <p>Swales, John M. 1990. <i>Genre analysis: English in academic and research settings</i>. Cambridge: Cambridge University Press.</p>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.