

Subject Code	ENGL3003
Subject Title	English Discourse in the Professions
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>This subject aims to help students to identify and describe a range of text-types encountered in professional settings. It also enables students to reflect and generalize with regard to the variation that exists across a range of professional genres. Students are provided with the necessary critical analytical skills to be able to integrate and synthesise ideas and approaches to then undertake a robust analysis of authentic discourse, both spoken and written, derived primarily from professional settings. Lastly, this subject seeks to enable students to apply the subject knowledge and generic skills learned in this subject to other subjects on the programme and, more importantly, in their future chosen professions in terms of both justifying their understanding of discourse as a system for creating meaning.</p>
Intended Learning Outcomes	<p>On successfully completing the subject, students will be able to:</p> <ol style="list-style-type: none"> a. apply the concepts of discourse analysis to the critical analysis of spoken and written English discourses in professional contexts and to then reflect and generalise from the findings; b. critically evaluate and justify the suitability of discourse analytical tools in analysing and interpreting a variety of authentic professional discourses; c. synthesise and effectively apply discourse analysis approaches and techniques to the analysis of new (or unseen) professional discourse types (i.e. genres); d. through the application of discourse analysis and critical discourse analysis, have developed a more grounded sense of social and national responsibility, leadership and entrepreneurship; e. have developed strategies for lifelong learning both autonomously and collaboratively. f. display appropriate levels of biliteracy and trilingualism, by considering and discussing the discourse analytical tools used and their application to other languages

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Key concepts in analysis of critical and discourse analysis 2. Key concepts in genre analysis 3. Management discourses 4. Diversity and inclusion discourses 5. Branding and public relations 6. Leadership style 7. Conflict and resolution 8. New media professions 																																						
Teaching/ Learning Methodology	<p>The lectures and seminars will be highly interactive. All assignments are designed to provide students with tasks that require the evaluation, synthesis and application of discourse concepts and approaches to the critical analysis and discussion of spoken and written discourses in professional contexts. The overall approach, which is in keeping with the fundamental principle of discourse analysis, is data-oriented. All of the discourses studied in the subject are authentic.</p>																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="467 915 1369 1476"> <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>f</th> </tr> </thead> <tbody> <tr> <td>1. Analytical portfolio of professional discourses</td> <td>60%</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Case study presentation</td> <td>40%</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> 1. Analytical portfolio of professional discourses (60%) is an individually-assessed assignment. Students will critically analyse a selection of authentic professional discourses in order to demonstrate application of key concepts and relevant literature to real life examples. 2. Case study presentations (40%) will be given in small groups in class but individually-assessed, and in which students will conduct an in-depth analysis of a specific company or profession field and the discourses that emerge from it. 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Analytical portfolio of professional discourses	60%	✓	✓	✓	✓	✓	✓	2. Case study presentation	40%	✓	✓	✓	✓	✓	✓	Total	100 %						
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Student Study	<p>Class contact:</p>																																						

Effort Expected	▪ Lectures	39 Hrs.
	▪ Seminars	0 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Preparation and drafting of assignments	33 Hrs.
	Total student study effort	130 Hrs.
Reading List and References	<p>Reading List Bhatia, A. (2012) ‘Corporate Social Responsibility: The Hybridization of a ‘Confused’ Genre’. <i>IEEE Transactions on Professional Communication</i> 55(3), 221-238. Bhatia, A. (2018) ‘Interdiscursive Performance in Digital Professions: The Case of YouTube Tutorials’. <i>Journal of Pragmatics</i> 124, 106-120. Wodak, R., & Meyer, M. (2009). <i>Methods of critical discourse analysis</i>. London, England: Sage.</p> <p>Reference List Bhatia, A (2015) <i>Discursive Illusions in Public Discourse: Theory and Practice</i>. New York, London: Routledge Bhatia, V. K. (2017). <i>Critical Genre Analysis: Investigating interdiscursive performance in professional practice</i>. London & New York: Routledge. Fairclough, N. (2013). <i>Critical discourse analysis: The critical study of language</i>. Routledge. Gee, J. P., & Handford, M. (Eds.). (2013). <i>The Routledge handbook of discourse analysis</i>. Routledge. Gunnarsson, B. L., Linell, P., & Nordberg, B. (2014). <i>The construction of professional discourse</i>. Routledge. Holmes, J., Schnurr, S., & Marra, M. (2007). Leadership and communication: discursive evidence of a workplace culture change. <i>Discourse & Communication</i>, 1(4), 433-451. Jaworski, A., & Coupland, N. (2014). <i>The discourse reader</i>. Routledge. Mullany, L. (2007). <i>Gendered discourse in the professional workplace</i>. Springer. Rogers, P. S. (2014) ‘Management Communication: Getting work done through people’. In Bhatia, V. K and Bremner, S. (Eds) <i>The Routledge handbook of language and professional communication</i>. Routledge. Chapter 12. Tannen D (1994) “The sex-class linked framing of talk at work”. In Deborah Tannen (ed.) <i>Gender and Discourse</i>. New York: Oxford University Press, pp. 95-221. Zachry, M., & Thralls, C. (2017). <i>Communicative practices in workplaces and the professions: Cultural perspectives on the regulation of discourse and organizations</i>. Routledge.</p>	

Revised as of October 2018