Subject Code	ENGL305
Subject Title	English Discourse in the Professions
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	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.
Intended Learning Outcomes	On successfully completing the subject, students will be able to: 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 life long 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	1. Introduction to spoken and written discourse 2. Similarities and differences between spoken and written discourse 3. Register variables, field, mode and tenor 4. Features of spoken discourse, reference, ellipsis, discourse markers, etc. 5. Generic structures and patterns of spoken discourse 6. Features of written discourse, focusing on Appraisal analysis, prosody, and cohesion 7. An analsyis of discourse semantic features found in written texts 8. Variation across professional genres
Teaching/ Learning Methodology	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.

Assessment Methods in Alignment with Intended Learning Outcomes								

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Analysis of spoken data.	60%	✓	✓	✓	✓	✓	✓
2. Analysing written discourse: In class quiz	40%	✓	✓		✓		✓
Total	100 %						

Students are assessed in terms of both subject knowledge and generic skills in English Discourse in the Professions.
1. The selections, transcription and analysis of spoken data. (60%)
2. An analysis of written discourse, focusing on prosodic and discourse semantics (40%).

Student Study Effort Required	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 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	**Core text** Martin, J.R. and Rose, D. 2007 *Working with Discourse*. London: Continuum. **References** *Cheng, W., & Warren, M. 2001.* The use of vague language in intercultural conversations in Hong Kong. *English World-Wide*, 22/1, 81-104. Cheng, W., & Warren, M. 2003. Indirectness, inexplicitness and vagueness made clearer. *Pragmatics*, 13/3, 381-400. Eggins, S. 2000. Understanding everyday talk. In Unsworth, L. (ed*) Researching language in schools and communities.* London: Cassell. Eggins, S. & Slade, D. 2006. *Analysing Casual Conversation*. London: Equinox. Fairclough, N. 1995. *Critical discourse analysis: The critical study of language*. London: Longman. Chapter 1: Critical and descriptive goals in discourse analysis. Fairclough, N. 2003. *Analysing Discourse: Textual Analysis for Social Research*. London and New York: Routledge. Forey, G. 2004. Workplace texts: Do they mean the same for teachers and business people? *English for Specific Purposes*. 23/4, 447-469. Forey, G & Thompson, G. (eds.) *Text type and Texture*. London: Equinox, 151-174. Halliday, M.A.K. 1985. *Spoken and Written Language*. Geelong,Vic: Deakin Uni Press Halliday, M.A.K. 2001. Literacy and linguistics: Relationships between spoken and written language, in Burns, A and Coffin, C (eds), *Analysing English in a global context*. London: Routledge Halliday, M.A.K. & Hasan, R. 1976. *Cohesion in English*. London: Longman. Halliday, M.A.K. & Matthiessen, C.M.I.M. 2004. *Introduction to Functional Grammar*. London: Arnold Hoey, M. 2001. *Textual Interaction.* London; New York: Routledge. Hood, S &. Forey, G. 2008. The interpersonal dynamics of call-centre interactions: Co-constructing the rise and fall of emotion. *Discourse and Communication.* 2/4, 389-409. Hood, S. & Forey, G. 2005. Presenting a conference paper: Getting interpersonal with your audience. *Journal of English for Academic Purposes.*4. 291-306 Martin, J.R. 2001. Language, register and genre, in A. Burns & C.

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Painter, C. 2001. Understanding genre and register: Implications for language teaching, in Burns, A and Coffin, C (eds), *Analysing English in a global context*. London: Routledge

Sacks, H., Schegloff, E.A. & Jefferson, G. 1978. A simplest systematics for the organization of turn-taking in conversation. In J. Schenkein, (Ed.), *Studies in the Organization of Conversational Interaction*. (pp. 7-55). New York: Academic Press.

Thompson, G. 2004. *Introducing Functional Grammar*. London: Arnold.

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