Subject Code	ENGL406
Subject Title	Case Studies in Professional Contexts
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	The central objective of the subject is to develop students' critical understanding of case study research procedures and the ways these procedures can be matched with various discourse analysis research methodologies. The subject also aims enabling students to select from these research procedures and methodologies to design and conduct their own case studies on a linguistic communication issue in a professional context.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: **Category A: Professional/academic knowledge and skills** a. be familiar with case study procedures and discourse analysis methodologies for language and communication research in professional contexts; b. display awareness of the ways these procedures and methodologies contribute to raising intellectual understanding and/or improving professional performance; c. have gained experience in investigating issues of communicative effectiveness in a professional situation. **Category B: Attributes for all-roundedness** d. investigate the nature of language and communication in social life; e. productively participate in learning communities; f. confidently propose ways to enhance communicative effectiveness.

Subject Synopsis	1. Case study research
	    1.1 Selecting cases to research on
	    1.2 Designing single-case / multiple-case studies
	    1.3 Identifying qualitative / quantitative evidence
	    1.4 Framing & presenting the case narrative
	    1.5 Generalizing from the case findings
	2. Discovering & analyzing professional discourse
	    2.1 Systemic Functional Linguistic analysis
	    2.2 Applied conversation analysis
	    2.3 Discursive psychological analysis
	    2.4 Critical discourse analysis
	    2.5 Ethnographic analysis

	2.6 Narrative analysis 2.7 Membership categorization analysis
Teaching/ Learning Methodology	The teaching and learning approach is task-based, student-centered, interactive, and reflective. The students will critically review selected readings on case study research methodologies. On the basis of their interpretation of the ideas presented in the readings, they will design and lead workshops that will either focus on exploring a particular research methodology or writing a particular aspect of a case study.

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. Organizing Workshop	30%	✓	✓		✓		
2. Workshop Participation	20%	✓				✓	
3. Case Study Report	50%	✓	✓	✓		✓	✓
Total	100 %						

The assessments are intended to check students' understanding of the key concepts and theories related to case study, as well as to motivate students' critical thinking that is required in conducting a case study. The contents of the assessments (such as research topic, methodology adopted, etc.) are students' driven, with guidelines provided by the teacher, instead of asking students to choose pre-designed topics to work on. These assessments ensure students have to be autonomous in the learning process. Students work in groups for the first two assessments to get familiarize with group work and learning community. Students are required to reflect their critical thinking upon the significance of case study research on the communications in professional context in the final assessment.

Student Study Effort Required	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	

	▪ Private study	58 Hrs.
	▪ Take-home assignments	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	Gayeski, D. & Rowland, G. 2005. Conversation in the corporate world. In, Banathy, B.H. & Jenlink, P.M. (eds) *Dialogue as a Means of Collective Communication*. New York: Kluwer Academic / Plenum Publishers. Gillham, B. 2000. *Case Study Research Methods*. London: Continuum. Lepper, G. 2000. Analysing organizations. In, *Categories in Text and Talk: A Practical Introduction to Categorization Analysis*. Part IV.]London: Sage. Luke, K.K. 2002. The initiation and introduction of first topics in Hong Kong telephone calls. In, Luke, K.K. (ed) *Telephone Calls: Unity and Diversity in Conversational Structure Across Languages and Cultures*. Amsterdam: John Benjamins. McHoul, A. & Rapley, M. (eds) 2001. *How to Analyse Talk in Institutional Settings*. London: Continuum. Martin, J.R., Matthiessen, C.M.I.M. & Painter, C. (2010) *Deploying Functional Grammar*. Beijing: The Commercial Press. Sarangi, S. & Roberts, C. (eds) 1999. *Talk, Work and Institutional Order: Discourse in Medical, Mediation and Management Settings*. Berlin: Mouton de Gruyter. Travers, M. 2001. *Qualitative Research through Case Studies*. London: Sage. Yin, R.K. 2003. *Case Study Research: Design and Methods*. 3rd edn. Thousand Oaks: Sage.

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