

<b>Subject Code</b>	ENGL440
<b>Subject Title</b>	Critical Language and Cultural Studies
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	<p>The subject introduces students to the critical analysis of discourse. In the course students identify and analyse the core cultural meanings in contemporary social life through the linguistic resources found in a range of texts. It enables students to reflect, and critically appreciate the meanings constructed through a range of genres. In this subject students examine, analyse and discuss a range of genres including educational, political, workplace and media texts.</p> <p>Discourse will be analysed in order to understand the cultural assumptions embedded within the text. As stated by Fairclough (1992), this subject will investigate:</p> <p style="padding-left: 40px;">How language conventions and language practices are invested with power relations and processes which people are often unaware of. It criticizes mainstream language study for taking conventions and practices at face value as objects to be described, in a way which obscures their political ideological investment. (Fairclough, 1992, 7)</p> <p>The skills and knowledge gained by the students will be applicable to other subjects and areas studied and to the student's future profession.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>a. display the necessary critical analytical skills to undertake a robust analysis of authentic discourse, both spoken and written, derived primarily from professional settings.</li> <li>b. critically reflect on, discuss and understand the explicit and implicit socio-cultural meanings in a range of texts.</li> <li>c. integrate and synthesise ideas and approaches studied.</li> <li>d. reflect, generalize, summarise and present the analysis they undertake.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>e. develop a greater appreciation and understanding of leadership, and national and social responsibility.</li> </ol>

	<p>f. apply the subject knowledge and generic skills learned in this subject to other subjects on the programme.</p> <p>g. apply the knowledge gained to their future chosen professions in terms of justifying their understanding of discourse and creating their own discourses.</p>																																																				
<b>Subject Synopsis</b>	<ol style="list-style-type: none"> <li>1. The relationship between language and culture</li> <li>2. The tools of critical discourse analysis</li> <li>3. Methods of data collection for critical discourse analysis</li> <li>4. Language and minority groups (including issues of sexuality, ethnicity, social status, etc.)*</li> <li>5. Conflict and peace: The language of colonial withdrawal</li> <li>6. Conflict and peace: The language of war and peace</li> </ol> <p>* In point 4 above, although some reference may be made to gender, for a more detailed study of gender students should consider the elective “Language and Gender”.</p>																																																				
<b>Teaching/ Learning Methodology</b>	<p>The subject will be taught through a variety of modes including interactive workshops, seminars and web-based activities. The overall approach, which is in keeping with the fundamental principle of critical discourse analysis, is data-oriented. In the course we will focus on issues which are related to current affairs and socio-cultural factors from a Hong Kong and South East Asian perspective.</p>																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">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> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. The Tools of Critical Discourse Analysis</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Analysing the Discourse or Peace and/or Conflict</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Life Voice</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="7"></td> </tr> </tbody> </table> <p>The subject is assessed entirely through coursework. The assignments total 3,500 words and are made up of three separate assignments. Students are assessed in terms of both subject knowledge and generic</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. The Tools of Critical Discourse Analysis	20%	✓	✓	✓	✓		✓	✓	2. Analysing the Discourse or Peace and/or Conflict	40%	✓	✓	✓	✓	✓	✓	✓	3. Life Voice	40%	✓	✓	✓	✓	✓	✓	✓	Total	100 %							
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3. Life Voice	40%	✓	✓	✓	✓	✓	✓	✓																																													
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	<p>skills.</p> <p>Each assignment requires the critical application of a discourse analysis approach/concept to authentic professional discourse(s). Students are expected to evaluate both the method(s) and their findings and/or meaningfully synthesise their ideas.</p>	
<b>Student Study Effort Required</b>	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.
<b>Reading List and References</b>	<p>Caldas-Coulthard, C. &amp; Iedema, R. (eds) 2008. <i>Identity Trouble: Critical Discourse and Contested Identities</i>. London: Palgrave Macmillan</p> <p>Cameron, D. (2007). <i>The myth of Mars and Venus: Do Men and women really speak different languages</i>. Oxford: Oxford University Press.</p> <p>Chen, K-H., Kuo, H-L., Hang, H., &amp; Hsu, M-C. (Eds.) (1998). <i>Trajectories: Inter-Asia Cultural Studies</i>. London: Routledge.</p> <p>Fairclough, N. (1992). <i>Discourse and Social Change</i>. Cambridge: Polity Press.</p> <p>Fairclough, N. (2001). The Discourse of New Labour: Critical Discourse Analysis. In Wetherall, M., Taylor, S. &amp; Yates, S.J. (eds.) <i>Discourse as Data: A Guide for Analysis</i>. Milton Keynes: Sage. 229-266.</p> <p>Flowerdew, J. (2002). Rhetorical strategies and identity politics in the discourse of colonial withdrawal. <i>Journal of Language and Politics</i>, 1/1, 149-180.</p> <p>Flowerdew, J., Li, D.C.S., &amp; Tran, S. (2002). Discriminatory news discourse: Some Hong Kong data. <i>Discourse and Society</i>, 13/3, 319-345.</p> <p>Holmes, J. (2006). <i>Gendered Talk at Work</i>. London: Blackwell</p> <p>Martin, J. R. &amp; White, P. P. R. (2005) <i>The Language of Evaluation: Appraisal in English</i>. London: Palgrave</p> <p>Martin, J.R. &amp; Rose, D. (2007). <i>Working with discourse: Meaning beyond the clause</i>. London: Continuum</p> <p>Niblock, S. (2003). Television reporting of the Iraq war: Reflexivity or ratings? <i>Visual Communication</i> (Review), 375-377.</p> <p>Reisigl, M, &amp; Wodak, R. (1999). <i>Discourse and Discrimination: Rhetorics of Racism and Antisemitism</i>. London: Routledge.</p> <p>Smart, B. (1999). <i>Resisting McDonaldization</i>. London: Sage.</p> <p>Wetherell, M., Taylor, S., &amp; Yates, S.J. (2001). (Eds.), <i>Discourse as Data: A Guide for Analysis</i>. (pp. 189-228). London: Sage</p>	

Publications.

**Useful Journals and Websites**

*Journal of Language and Identity*

*Discourse and Society*

*Journal of Language and Politics*

[http://news.bbc.co.uk/1/shared/spl/hi/middle\\_east/03/story\\_of\\_the\\_war/html/20.stm](http://news.bbc.co.uk/1/shared/spl/hi/middle_east/03/story_of_the_war/html/20.stm)

<http://www.cnn.com/video/>

Prepared by Gail Forey; Revised by Gail Forey, June 2014