

<b>Subject Code</b>	ENGL519
<b>Subject Title</b>	Discourse Analysis
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	<p>The subject is designed to:</p> <ol style="list-style-type: none"> <li>1. develop students' knowledge of the main concepts, categories and frameworks relating to the analysis of written and spoken discourse;</li> <li>2. develop students' ability to critically apply discourse analytical theories and frameworks to the learning and teaching of a variety of authentic written and spoken text types;</li> <li>3. develop students' critical understanding of the form, meaning and use of language and the principles involved in the interpretation of texts, both written and spoken;</li> <li>4. develop students' awareness and knowledge of the contextual influences which affect English language in use and develop students' autonomy in the learning process.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. demonstrate an understanding of the relationships between the contexts of use and linguistic features of written and spoken texts;</li> <li>b. identify and describe structural elements, textual patterns and organization of written and spoken texts;</li> <li>c. demonstrate an understanding of the ways of describing meaning at word, clause and text levels;</li> <li>d. critically construct texts that can function appropriately in contexts to enhance communication skills.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The following topics will be covered:</p> <ul style="list-style-type: none"> <li>● Definition of discourse analysis; different approaches to the analysis of discourse;</li> <li>● Social and discourse analysis: language and society;</li> <li>● Differences between written and spoken language;</li> <li>● The relationship between language and context (Context of Situation: register variables, field, mode and tenor; Context of Culture: genre structure and social context).</li> <li>● Genre analysis.</li> <li>● The construction of reality through language: ideational metafunction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Cohesion and coherence.</li> <li>• Multimodality in contemporary discourse.</li> <li>• The description and analysis of spoken English: conversation analysis.</li> </ul>							
<b>Teaching/Learning Methodology</b>	Interactive lectures; seminars and group discussions; reading assignments; analysis of texts.							
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks		% weighting		Intended subject learning outcomes to be assessed (Please tick as appropriate)			
					a	b	c	d
	1. Seminar presentation		20%		✓	✓	✓	✓
	2. Mid-term paper		50%		✓	✓	✓	✓
	3. Take-home exam		30%		✓	✓	✓	✓
Total		100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. The mid-term paper is a group project (3-4 members). Students need to select and analyze a sample (or samples) of discourse, including full discussion of register configuration. Length: around 4000 words.</p> <p>2. Students will present the structure of the mid-term paper, including topic, objectives, justification and methodology, and include partial results of the analysis. Length: 20 minutes for presentation + 5 minutes for discussion.</p> <p>2. The take-home exam is an individual assignment and will cover content from weeks 10 to 13 (on spoken discourse). Length: around 1000 words.</p>								
<b>Student Study Effort Expected</b>	Class contact:							
	▪ Lecture						39 Hrs.	
	▪ Seminar						0 Hrs.	
	Other student study effort:							
▪ Preparation for seminars and lectures						29 Hrs.		

	<ul style="list-style-type: none"> <li>▪ Preparation for assignments</li> </ul>	52 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p>Bateman, John A. (2008). <i>Multimodality and Genre: a foundation for the systematic analysis of multimodal documents</i>. London: Palgrave Macmillan.</p> <p>Bateman, John A. (2011). The Decomposability of Semiotic Modes. In Kay L. O'Halloran &amp; Bradley A. Smith (Eds.), <i>Multimodal Studies: Multiple Approaches and Domains</i> (pp. 17—38). London: Routledge.</p> <p>Butt, D., Lukin A. &amp; Matthiessen, C. M. I. M. (2004). Grammar – the first covert operation of war. <i>Discourse &amp; Society</i>, 15(2-3), 267-290.</p> <p>Carter, R. and McCarthy, M. (1997). <i>Exploring Spoken English</i>. Cambridge: Cambridge University Press.</p> <p>Eggs, Suzanne. (2004). <i>An introduction to Systemic-Functional Linguistics</i>. London: Continuum.</p> <p>Eggs, Suzanne and Slade, Diane (1997). <i>Analysing Casual Conversation</i>. London: Cassell.</p> <p>Fairclough, Norman. (1995). <i>Critical discourse analysis: The critical study of language</i>. New York: Longman.</p> <p>Fairclough, Norman. (2012). Critical discourse analysis. In: James Paul Gee and Michael Handford. <i>The Routledge Handbook of Discourse</i>. New York: Routledge.</p> <p>Gee, James Paul and Handford, Michael (2012). <i>The Routledge Handbook of Discourse</i>. New York: Routledge.</p> <p>Halliday, Michael A. K. and Hasan, R. (1976). <i>Cohesion in English</i>. London: Longman.</p> <p>Halliday, Michael A. K. (1989). <i>Spoken and Written Language</i>. Oxford: Oxford University Press.</p> <p>Hasan, Rukaya (1996). The nursery tale as a genre. In: C. Cloran, D. Butt and G. Williams (eds.). <i>Ways of saying: ways of meaning – selected papers of Ruqaiya Hasan</i>. London and Washington: Cassel.</p> <p>Jaworski, A. and Coupland, N. (2014). <i>The discourse reader</i>. New York: Routledge.</p> <p>Kress, Gunther &amp; van Leeuwen, Theo. (2001). <i>Multimodal discourse: the modes and media of contemporary communication</i>. London: Arnold.</p> <p>Martin, James R. (2000). Close reading: functional linguistics as a tool for critical discourse analysis. In: L. Unsworth (ed.). <i>Researching language in schools and communities</i>. London and Washington: Cassel.</p> <p>Martin, James R. (2011). Language, register and genre (1984 revised 2008). IN: Wang Zhenhua (ed.), <i>Register Studies</i>. Shanghai: Shanghai Jiao Tong University Press, pp. 47 -68.</p> <p>Martin, James R. (2012). Macro-proposals: Meaning by degree. IN: Wang Zhenhua (ed.), <i>Text Analysis</i>. Shanghai: Shanghai Jiao Tong University Press, pp. 133-166.</p> <p>Martin, James R., Matthiessen, C. M. I. M., &amp; Painter, C. (2010). <i>Deploying functional grammar</i>. Beijing: The Commercial Press.</p> <p>Meurer, José L. (2004). Role prescriptions, social practices, and social structures: a sociological basis for the contextualization of analysis in SFL and CDA. In: L. Young and C. Harrison (eds.). <i>Systemic functional linguistics and critical discourse analysis: studies in social change</i>. London, New York: Continuum.</p>	

	<p>Paltridge, Brian. (2006). <i>Discourse analysis</i>. London: Continuum.</p> <p>Swales, J. M. (1990). <i>Genre Analysis</i>. Cambridge: Cambridge University Press.</p> <p>van Leeuwen, Theo. (2005). Multimodality, genre and design. In: S. Norris and R. H. Jones. <i>Discourse in action: introducing mediated discourse analysis</i>. London and New York: Routledge.</p> <p>Veloso, Francisco O. D. &amp; Bateman, John. (2013). The multimodal construction of acceptability: Marvel's Civil War comic books and the PATRIOT Act. <i>Critical Discourse Studies</i>. Volume 10, Issue 4. DOI:10.1080/17405904.2013.813776</p> <p>VELOSO, Francisco O. D. (2008). <i>Us vs. Them: A Critical Analysis of Superman - Peace on Earth</i>. In: 35 IFSC International Systemic-Functional Conference, 2008, Sydney.</p> <p>Proceedings of ISFC 35: Voices around the world. Sydney: The 35th ISFC Organizing Committee, pp.302 – 307. ISBN 97809805447.</p>
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