City University of Hong Kong

Information on a Course
offered by Department of English
with effect from Semester B in 2014 / 15

Part I

Course Title:    Genre Analysis of Specialized Discourse
Course Code:    EN5315
Course Duration: 1 Semester
Credit Units: 3
Level:    P5
Medium of Instruction:    English

Prerequisites: (Course Code and Title)    NIL
Precursors: (Course Code and Title)    NIL
Equivalent Courses: (Course Code and Title)    NIL
Exclusive Courses: (Course Code and Title)    NIL

Part II

Course Aims

This course enables you to develop the ability to analyse and evaluate functional variation in language use in academic and professional genres.
**Course Intended Learning Outcomes (CILOs)**

*Upon successful completion of this course, students should be able to:*

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighting (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Evaluate critically the current genre-based approaches to the analysis of specialised academic and professional genres.</td>
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<tr>
<td>2.</td>
<td>Evaluate specific issues emerging from analyses of a set of specialised genres.</td>
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<tr>
<td>3.</td>
<td>Analyze the disciplinary, intercultural and cross-cultural variation in academic and professional genres.</td>
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<tr>
<td>4.</td>
<td>Evaluate and apply pedagogically usable insights from genre-based descriptions of language use in academic and professional contexts.</td>
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</table>

**Teaching and Learning Activities (TLAs)**

*(Indicative of likely activities and tasks designed to facilitate students’ achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

<table>
<thead>
<tr>
<th>CILO No.</th>
<th>TLAs</th>
<th>Hours/week (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO 1</td>
<td>Read a selection of relevant references, interpreting the views of published authors in the context of discourse analytical work, and review them critically.</td>
<td>4 hours/week over 13 weeks</td>
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<tr>
<td>CILO 2</td>
<td>Critically read and evaluate the handouts given every week to cover the work done in the lectures.</td>
<td>1 hour/week over 12 weeks</td>
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<tr>
<td>CILO 3</td>
<td>Interactive lectures, and active participation in class discussions.</td>
<td>2-3 hours/week over 13 weeks</td>
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<tr>
<td>CILO 4</td>
<td>(1) Work in small groups of 3-4 to analyse and evaluate individually selected corpora of academic and professional genres, and then make workshop presentations of your own analyses of these genres, with active participation by all. (2) Evaluate and analyze specific issues emerging from genre analyses of actual samples of texts collected from real academic and professional contexts.</td>
<td>3 hour/week for 8 weeks</td>
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**Assessment Tasks/Activities**

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

<table>
<thead>
<tr>
<th>CILO No.</th>
<th>Type of Assessment Tasks/Activities</th>
<th>Weighting (if applicable)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO 1</td>
<td>Write a 300-word critical review of any one of the readings.</td>
<td>20%</td>
<td></td>
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<tr>
<td>CILO 2, 3, 4</td>
<td>Present analyses of academic and professional genres in group presentations, with active participation from all.</td>
<td>30%</td>
<td></td>
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<tr>
<td>CILO 2, 3, 4</td>
<td>Present a group analyses of at least five sets of different academic and professional genres according to interest.</td>
<td>50%</td>
<td></td>
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</tbody>
</table>
Grading of Student Achievement:


Assessment form: Critical review, Analyses of academic and professional genres, and Individual portfolio

<table>
<thead>
<tr>
<th>Grade A+, A, or A-</th>
<th>Grade B+, B, or B-</th>
<th>Grade C+, C, or C-</th>
<th>Grade D</th>
<th>Grade F</th>
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<tr>
<td>♦ Shows full understanding of main concepts and their application; ♦ All relevant information is included in discussion and analysis; ♦ The topic is comprehensively analyzed and explained; ♦ The purpose of the analysis of concepts is completely achieved; ♦ Style and tone are highly appropriate</td>
<td>♦ The main concepts are competently discussed and applied; ♦ The information included in discussion and analysis of concepts is sufficient; ♦ The topic is sufficiently analyzed and explained; ♦ The purpose of the conceptual analysis is achieved; ♦ Style and tone are appropriate</td>
<td>♦ The concepts selected for analysis are sufficient, and partially applied; ♦ Only partial information is included in discussion and analysis of concepts; ♦ Only partial analysis is provided; ♦ The purpose of the conceptual analysis is partially achieved; ♦ Style and tone are somewhat appropriate</td>
<td>♦ The concepts selected for analysis are sketchy and inadequate; ♦ Incomplete information is included in discussion and analysis of concepts; ♦ The analysis is not informative or comprehensive; ♦ The purpose of the conceptual analysis is not adequately achieved; ♦ Style and tone are inappropriate</td>
<td>♦ The concepts selected for analysis are highly inadequate; ♦ Very limited or inaccurate information is incorporated in conceptual analysis; ♦ The analysis is not at all comprehensible; ♦ The purpose of the conceptual analysis is not achieved in any way; ♦ Style and tone are completely inappropriate</td>
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Part III

Keyword Syllabus
- Functional variation in discourse: registers, styles, and genres;
- Discursive practices in professional communities: genre analysis;
- Genres in specific contexts, including promotional, academic, legal, newspaper, and business;
- Disciplinary variation in academic genres;
- Intertextuality and interdiscursivity, appropriation of generic resources, genre-mixing, genre embedding, and genre-bending;
- Analysis of discursive and professional practice;
- Intercultural and cross-cultural variation in genres;
- Multi-perspective and multidimensional genre analytical framework;
- Issues in critical genre analysis.

Required Textbook


Recommended Readings


General Readings


**Specific Additional Readings**


