

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester B in 2014 / 2015**

Part I

Course Title: Discourse Analysis

Course Code: EN5491

Course Duration: 1 semester

No. of Credit Units: 3

Level: P5

Medium of instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims:

Participants are to analyse various properties of English texts and conversation and how such properties are implicated by the nature of the English language and various exigencies. They are also to develop meta-language and analytical skills that can be used to analyse genres and multimodal texts/interactions.

2. Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting (if applicable)
1.	<ul style="list-style-type: none"> a. outline a set of concepts and theories relating to discourse studies (e.g., discourse, genres, genre theory, register, coherence, cohesive devices, multi-modality in modern texts, thematic progression, rhetorical structures, etc.); b. make use of some established meta-language when describing meanings of the concepts and the theories. 	50%
2.	<ul style="list-style-type: none"> a. by applying the concepts, theories and meta-language listed in CILO 1, identify, describe and interpret different textual phenomena characteristic of specific genres (e.g., film reviews, works of literature, science reports, recipes, etc.); b. analyse and apply some established procedures when performing the type of analysis described in 2a. 	10%
3.	<ul style="list-style-type: none"> a. describe and critically evaluate the discourse approach to the analysis of texts and interactions; b. by drawing on the concepts, theories, and approaches learned in CILOs 1-3a, present a critical analysis of a spoken interaction. 	20%
4.	<ul style="list-style-type: none"> a. apply the knowledge gained from CILOs 1-3 to identify, describe, interpret and evaluate the characteristics of English texts and conversations; b. propose implications for the research and teaching of discourse based on your research findings. 	10%

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

CILO No	TLAs	Weeks
CILO 1	<p>Students will learn to describe and analyse the set of concepts and theories through</p> <ul style="list-style-type: none"> a) interactive lectures delivered by the instructor; b) guided exploratory tasks that involve the use of authentic text materials; and c) out-of-class guided reading tasks. <p>Students will also be provided with short revision tasks (e.g., T/F, fill-in-blanks, and short questions) to help them recall and describe the concepts and theories learned.</p>	9
CILO 2	<p>Through interactive lectures delivered by the instructor, students will be shown the different steps of text analysis which involves identifying, describing and interpreting the characterizing textual phenomena in a variety of authentic text materials.</p> <p>They will also be assigned in-class tasks to apply the steps of analysis.</p>	1
CILO 3-4	Students will learn to describe and critically evaluate the	3

CILO No	TLAs	Weeks
	<p>discourse approach to the critical analysis of texts and conversations through interactive lectures and participating in in-class exploratory tasks. They will also be guided to discuss how the knowledge and insights gained from the activities can have implications for discourse studies research and pedagogy;</p> <p>Students will be led through in-class discussions to apply what they have learned in the previous tasks to describe, identify, interpret and evaluate the characteristic features of English texts and conversations. They will be also guided to make suggestions to improve research and pedagogy in discourse studies.</p>	

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

CILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1-3	<p>A text analysis project Students will analyze (i.e., to identify, describe and interpret) discourse features of a self-chosen text or conversation. To carry out the analysis, they will be required to draw on the various concepts, theories and meta-language learned as described in CILO1 and follow the methods and procedures developed as in described in CILO2.</p> <p>Based on the results of the analysis, students will also engage in a critical evaluation of the discourse approach to analysis of texts and interactions. In doing so, students will need to draw on the principles, theories described in CILO3 and CILO4, and also the insights gained in the Learning Activities listed for CILOs 3 and 4.</p> <p>Students will be required to produce a 2000-3000 word paper to report and discuss the analysis carried out in the project. In so doing, they will need to apply the concepts, theories, approaches and metalanguage listed for CILOs 1-4.</p>	70%	
CILO 2-4	<p>A spoken-text analysis group presentation Students will analyze (i.e., to identify, describe and interpret) discourse features of a self-chosen spoken text or conversation. To carry out the analysis, they will be required to draw on the various concepts, theories and meta-language learned as described in CILO1 and follow the methods and procedures developed as in described in CILO2.</p> <p>Based on the results of the analysis, students will also engage in a critical analysis of research and pedagogy in discourse studies. In doing so, students</p>	30%	

	<p>will need to draw on the principles, theories described in CILO3 and CILO4, and also the insights gained in the Learning Activities listed for CILOs 3 and 4.</p> <p>Students will be required to collaborate in groups to produce a 20-minute talk to report and discuss the analysis carried out in the project. In so doing, they will need to apply the concepts, theories, approaches and metalanguage listed for CILOs 1-4.</p>		
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5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

Assessment form: Text Analysis Project

Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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

Part III

Keyword Syllabus by Units of Learning:

Theoretical traditions: ESP, Systemic Functional Linguistics, Pragmatics, Genre Analysis, Critical Discourse Analysis, Corpus Linguistics

Key concepts/theories:

Discourse: discourse, genres, critical discourse analysis, corpus approaches

Coherence: coherence, cohesion, cohesive devices,

Register: register, lexico-grammatical features

Information organization: themes, rhemes, thematic progression

Pragmatic theory: Cooperative principle, implicature, politeness

Recommended Readings by CILOs :

CILOs1 & 2

Introduction to discourse, genres and schools of theory

Flowerdew, J. (2013). *Discourse in English Language Education*. London: Routledge.

McCarthy, M. (2001). *Discourse*. In R. Carter & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to speakers of other languages* (pp. 49-55).
Cambridge: CUP.

Nunan, D. (1993). *Introducing discourse analysis*. Chapter 1. London: Penguin

Hyland, K. (2004). *Genre and second language writing*. (Chapter 7). Ann Arbor: University of Michigan.

Cohesion & Coherence

Carrell, P.L. (1982). Cohesion is not coherence. *TESOL Quarterly*, 16, 479-488.(3e)

Flowerdew, J. (2013). *Discourse in English Language Education*. London: Routledge.

Halliday, M.A.K. & Hasan, R. (1976). *Cohesion in English*. London: Longman.(3d)

Lee, I. (1998). Enhancing ESL students' awareness of coherence-creating mechanisms in writing. *TESL Canada Journal*, 15(2), 36-49.(3g)

Nunan, D. (1993). *Introducing discourse analysis* (pp.21-32). London: Penguin. (3a)

Registers

Flowerdew, J. (2013). *Discourse in English Language Education*. London: Routledge.

Painter, C. (2001). Understanding genre and register: Implications for language teaching. In A. Burns & C. Coffin (Eds.), *Analyzing English in a global context*, pp.167-180. London: Routledge.

Information organization, themes and rhemes

Flowerdew, J. (2013). *Discourse in English Language Education*. London: Routledge.

Martin, J. R., Matthiessen, C.M.I.M. & Painter, C. (1997). *Working with functional grammar*. London: Arnold.

McCarthy, M. (1991). *Discourse analysis for language teachers*. Chapter 2. Cambridge: CUP.

CILOs 3 & 4

Discourse instruction

- Er, E. (2001). Text analysis and diagnostic assessment. In A. Burns & C. Coffin (eds.), *Analysing English in a global context: A reader*, pp.229-239. London, U.K.: Routledge.
- Flowerdew, J. (2013). *Discourse in English Language Education*. London: Routledge.
- Hyland, K. (2004). Genre and second language writing. (Chapter 5). Ann Arbor: University of Michigan.
- Tardy, C. (2006). Researching first and second language genre learning: A comparative review and a look ahead. *Journal of Second Language Writing*, 15, 79-101.

Online Resources:

Nil