

City University of Hong Kong

**Information on a Course
offered by Department of Linguistics and Translation
with effect from Semester A in 2015 / 2016**

Part I

Course Title: Text Linguistics

Course Code: LT5456

Course Duration: One semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

Course Aims

This course aims to examine how textual constituents are related and organized in speech and writing. Moreover the interdependence of the communicative, pragmatic and semiotic dimensions of context will be considered.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting (if applicable)
1.	Identify the criteria for identifying the genres of a text. Recognize and describe textual patterns beyond the sentence.	
2.	Analyze texts from different perspectives including experiential construal, enacting relationships and message development.	

3.	Discover and formulate effective logical and rhetorical strategies for describing and explaining the hierarchical structure of language in discourse level.	
4.	Apply the rhetorical structure theory to identify the essential elements of a text and to show the inter-relations in a text.	

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)

CILO No.	TLAs	Hours/week (if applicable)
1-4	Basic principles and techniques for conducting text analysis. The principles and techniques are drawn primarily from Systemic Functional Grammar and Rhetorical Structure Theory, both of which follow a functional-semantic approach.	
2-3	Analysis along functional-semantic lines focuses on addressing the question of how and why a text makes sense.	
3-4	Analyses based on example texts are used to illustrate the theory and methodology of both SFG and RST, both of which offer a unique perspective on the text as the object of study.	

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)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
1-4	Tutorial Exercise and Discussion 1. Identifying essential linguistic elements in different linguistic strata and; 2. Discourse analysis based on SFG and RST.	10%	
1 2-4	Homework Assignments 1. Text Analysis on identifying the linguistic criteria specific to the genres of a text. 2. Discourse Analysis applying the theory and methodology of both SFG and RST to describe and explain the hierarchical structure of a text.	40%	
1-4	Examination (2 hours) Mastery of concepts and techniques, ability to analyze and explain the functional-semantic features of a text. Questions will be set to test students' understanding of key concepts, ability to elaborate them in different linguistic topics. Questions will also be set to test students' ability of applying the introduced methodology to identify the essential elements and formulate the hierarchical structure of a text.	50%	

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	<ol style="list-style-type: none"> 1. Excellent ability to identify the criteria for identifying the genres of a text and to recognize and describe textual patterns beyond the sentence 2. Excellent ability to analyze texts from different perspectives including experiential construal, enacting relationships and message development 3. Excellent ability to discover and formulate effective logical and rhetorical strategies for describing and explaining the hierarchical structure of language in discourse level 4. Excellent ability to apply the rhetorical structure theory to identify the essential elements of a text and to show the inter-relations in a text
B+ B B-	<ol style="list-style-type: none"> 1. Good ability to identify the criteria for identifying the genres of a text and to recognize and describe textual patterns beyond the sentence 2. Good ability to analyze texts from different perspectives including experiential construal, enacting relationships and message development 3. Good ability to discover and formulate effective logical and rhetorical strategies for describing and explaining the hierarchical structure of language in discourse level 4. Good ability to apply the rhetorical structure theory to identify the essential elements of a text and to show the inter-relations in a text
C+ C C-	<ol style="list-style-type: none"> 1. Satisfactory ability to identify the criteria for identifying the genres of a text and to recognize and describe textual patterns beyond the sentence 2. Satisfactory ability to analyze texts from different perspectives including experiential construal, enacting relationships and message development 3. Satisfactory ability to discover and formulate effective logical and rhetorical strategies for describing and explaining the hierarchical structure of language in discourse level 4. Satisfactory ability to apply the rhetorical structure theory to identify the essential elements of a text and to show the inter-relations in a text
D	<ol style="list-style-type: none"> 1. Barely adequate ability to identify the criteria for identifying the genres of a text and to recognize and describe textual patterns beyond the sentence 2. Barely adequate ability to analyze texts from different perspectives including experiential construal, enacting relationships and message development 3. Barely adequate ability to discover and formulate effective logical and rhetorical strategies for describing and explaining the hierarchical structure of language in discourse level 4. Barely adequate ability to apply the rhetorical structure theory to identify the essential elements of a text and to show the inter-relations in a text
F	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III

Keyword Syllabus

Textual patterns, cohesion, coherence, intentionality, acceptability, situationality, intertextuality, informativeness, Ideational Meaning, transitivity analysis, Interpersonal Meaning, mood-residue structure, Textual Meaning, theme, rheme and information structure, Rhetorical Structure Theory, relations among clauses. Poetry decoding

Recommended Reading

Text(s)

Webster, Jonathan J. (Ed.) Volumes 1-11, The Collected Works of M.A.K. Halliday. UK: Bloomsbury.

Halliday, M.A.K. and Jonathan J. Webster. 2014. Text Linguistics: The How and Why of Meaning. UK: Equinox.

Online Resources