

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2017 / 18**

Part I Course Overview

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:
(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 Details

1. Abstract

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.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
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.		✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	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	Analysis along functional-semantic lines focuses on addressing the question of how and why a text makes sense.		✓	✓				
3	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.			✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 50 %								
Tutorial Exercise and Discussion 1. Identifying essential linguistic elements in different linguistic strata and; 2. Discourse analysis based on SFG and RST.	✓	✓	✓	✓			10%	
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%	
Examination: 50 % (duration: 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. (CILO No.1-4)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Tutorial Exercise and Discussion	Excellent ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.	Good ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.	Some ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.	Barely able to recognize and describe those linguistic factors contributing to the texture and architecture of texts.	No apparent ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.
2. Homework assignments					
3. Examination	Excellent knowledge of both analytical methodology and theoretical concepts in text linguistics	Above average knowledge of both analytical methodology and theoretical concepts in text linguistics	Some knowledge of both analytical methodology and theoretical concepts in text linguistics	Barely aware of both analytical methodology and theoretical concepts in text linguistics	Apparently unaware of both analytical methodology and theoretical concepts in text linguistics

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

implicature, presupposition, speech acts, deixis, relevance theory 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

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Halliday, M.A.K. and Webster, J. J. (2014). <i>Text Linguistics: The How and Why of Meaning</i> . London: Equinox.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Halliday, MAK. 2004. <i>An Introduction to Functional Grammar</i> . London: Arnold.
2.	Halliday, M.A.K. & Jonathan Webster. 2003. <i>Linguistic Studies of Text and Discourse. Collected Works of MAK Halliday, Vol. 2</i> . Edited by Jonathan Webster. Continuum.
3.	Mann, William C. and Sandra A. Thompson, 1986. <i>Rhetorical Structure Theory: description and construction of text structures</i> , Information Sciences Institute, Nijmegen, The Netherlands, ISI/RS-86-174, 1-15.