

# LT3213: TEXT LINGUISTICS

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**Effective Term**

Semester A 2022/23

## Part I Course Overview

**Course Title**

Text Linguistics

**Subject Code**

LT - Linguistics and Translation

**Course Number**

3213

**Academic Unit**

Linguistics and Translation (LT)

**College/School**

College of Liberal Arts and Social Sciences (CH)

**Course Duration**

One Semester

**Credit Units**

3

**Level**

B1, B2, B3, B4 - Bachelor's Degree

**Medium of Instruction**

English

**Medium of Assessment**

English

**Prerequisites**

LT2201 Introduction to Linguistics; or LT2229 Fundamentals of Linguistics; or LT2290 Introduction to Language Studies

**Precursors**

Nil

**Equivalent Courses**

CTL3213 Text Linguistics

**Exclusive Courses**

Nil

## Part II Course Details

### Abstract

The aim of this course is 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)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Identify the criteria for identifying the genres of a text. Recognize and describe textual patterns beyond the sentence.		x	x	x
2	Analyze texts from different perspectives including experiential construal, enacting relationships and message development.		x	x	x
3	Discover and formulate effective logical and rhetorical strategies for describing and explaining the hierarchical structure of language in discourse level.		x	x	x
4	Apply the rhetorical structure theory to identify the essential elements of a text and to show the inter-relations in a text.		x	x	x

#### 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 real-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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
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.	1, 2, 3, 4	

2		Analysis along functional-semantic lines focuses on addressing the question of how and why a text makes sense.	2, 3	
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.	3, 4	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 In-class test 1) Identifying essential linguistic elements in different linguistic strata and; 2) Discourse analysis based on SFG and RST.	1, 2, 3, 4	10	
2 Group work and presentation involving analysis of a text to be provided (20%)	1	40	
3 Individual commentary evaluating provided text (20%) 3) Text Analysis on identifying the linguistic criteria specific to the genres of a text. 4) Discourse Analysis applying the theory and methodology of both SFG and RST to describe and explain the hierarchical structure of a text.	2, 3, 4		

**Continuous Assessment (%)**

50

**Examination (%)**

50

**Examination Duration (Hours)**

2

**Additional Information for ATs**

Examination

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)

### **Assessment Rubrics (AR)**

#### **Assessment Task**

1. In-class test

#### **Criterion**

Excellent ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.

#### **Excellent (A+, A, A-)**

Good ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.

#### **Good (B+, B, B-)**

Some ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.

#### **Fair (C+, C, C-)**

Barely able to recognize and describe those linguistic factors contributing to the texture and architecture of texts.

#### **Marginal (D)**

No apparent ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.

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#### **Assessment Task**

2. Group work and presentation

#### **Criterion**

Excellent ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.

#### **Excellent (A+, A, A-)**

Good ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.

#### **Good (B+, B, B-)**

Some ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.

#### **Fair (C+, C, C-)**

Barely able to recognize and describe those linguistic factors contributing to the texture and architecture of texts.

#### **Marginal (D)**

No apparent ability to recognize and describe those linguistic factors contributing to the texture and architecture of texts.

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#### **Assessment Task**

3. Individual commentary

#### **Criterion**

Excellent competence in the fundamental theoretical concepts in Text Linguistics as the basis for articulating critical and original thinking.

**Excellent (A+, A, A-)**

Above average competence in the fundamental theoretical concepts in Text Linguistics as the basis for articulating critical and original thinking.

**Good (B+, B, B-)**

Some competence in the fundamental theoretical concepts in Text Linguistics as the basis for articulating critical and original thinking.

**Fair (C+, C, C-)**

Barely competent in the fundamental theoretical concepts in Text Linguistics as the basis for articulating critical and original thinking.

**Marginal (D)**

No apparent competence in the fundamental theoretical concepts in Text Linguistics as the basis for articulating critical and original thinking.

**Assessment Task**

## 4. Examination

**Criterion**

Excellent knowledge of both analytical methodology and theoretical concepts in text linguistics

**Excellent (A+, A, A-)**

Above average knowledge of both analytical methodology and theoretical concepts in text linguistics

**Good (B+, B, B-)**

Some knowledge of both analytical methodology and theoretical concepts in text linguistics

**Fair (C+, C, C-)**

Barely aware of both analytical methodology and theoretical concepts in text linguistics

**Marginal (D)**

Apparently unaware of both analytical methodology and theoretical concepts in text linguistics

**Part III Other Information****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.

**Reading List****Compulsory Readings**

	Title
1	Halliday, M.A.K. and Webster, J. J. (2014). Text Linguistics: The How and Why of Meaning. London: Equinox.

**Additional Readings**

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