



T-104
2022

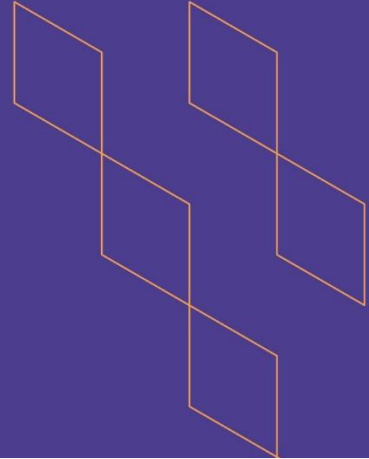
Course Specification





T-104
2022

Course Specification



Course Title: Discourse Analysis
Course Code: Eng. 422
Program: BA IN ENGLISH
Department: English
College: Languages and Translation
Institution: Languages and Translation
Version: T0104
Last Revision Date: 2022



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A. General information about the course:

Course Identification

1. Credit hours:

2. Course type

a. University College Department Track Others

b. Required Elective

3. Level/year at which this course is offered:

11

4. Course general Description

The issues to be explored include those of discourse and text organization, the interface between discourse and other linguistic areas of study and the social and power relationships in discourse. The course reflects mainly on possible applications of discourse analytic methodologies and findings to issues in the real world. It explores the diversity of approaches to discourse and text typologies following form and function, and genre theory with focus on types of genres and their distinct discursal/stylistic features.

5. Pre-requirements for this course (if any):

None

6. Co- requirements for this course (if any):

None

7. Course Main Objective(s)

1. Describe the relationship of discourse and context.
2. Illustrate the roles of society, culture, and context in discourse.
3. Identify how views of the world and identities are constructed using discourse.
4. To develop in students a critical awareness of the linguistic conventions of texts, discourse, and genres
5. To make judgments of written language quality based on their understanding of genre-related and text-type characteristics.
6. To show a critical awareness of the relevance of genre and discourse analysis theories to the practical concerns of second language learners.
7. Identify and describe significant patterns in talk and text organization.
8. Read critically the literature in Discourse Analysis and analyze instances of spoken and written discourse using appropriate methodologies.



1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	36	100%
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	06
5.	Others (specify)	
	Total	





B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Explain the main concepts of discourse analysis and text linguistics.	K1	Tutor led lectures Tutor led seminars Text analysis exercises	<ul style="list-style-type: none"> • One midterm exam • Assignments • Final exam
1.2	Demonstrate an understanding of the conventions governing oral and written communication.	K2	Tutor led lectures Tutor led seminars Text analysis exercises	<ul style="list-style-type: none"> • One midterm exam • Assignments • Final exam
...				
2.0	Skills			
2.1	Apply the methods and findings of discourse analysis to address language teaching problems.	S1	Tutor led lectures Tutor led seminars Text analysis exercises	<ul style="list-style-type: none"> • One midterm exam • Assignments • Final exam
2.2	Analyze critically discourses and text types.	S2	Tutor led lectures Tutor led seminars Text analysis exercises	<ul style="list-style-type: none"> • One midterm exam • Assignments • Final exam
2.3	Select and apply relevant strategies by considering the genre, type, and context of a given text in the analysis of discourse and texts.	S1	Tutor led lectures Tutor led seminars Text analysis exercises	<ul style="list-style-type: none"> • One midterm exam • Assignments • Final exam
3.0	Values, autonomy, and responsibility			
3.1	Participate effectively in teamwork, appreciate others' points of view, and express their own...	C1	Tutor led lectures Tutor led seminars Text analysis exercises	<ul style="list-style-type: none"> • One midterm exam • Assignments • Final exam



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Show self-confidence during the activities and tasks assigned to her/him.	C2	Tutor led lectures Tutor led seminars Text analysis exercises	<ul style="list-style-type: none"> • <i>One midterm exam</i> • <i>Assignments</i> • <i>Final exam</i>
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Definition of discourse and discourse analysis	4
2.	Definition of text and text linguistics	2
3	Differences between text linguistics and discourse analysis	2
4	Theoretical issues in Discourse Analysis	2
5	Text, discourse, and context	4
6	Text types and text structure	2
7	Textuality	4
8	Approaches to discourse analysis	2
9	Conversation Analysis	4
10	Pragmatics	4
11	Speech Act theory	4
Total		36

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam 1	7th	30%
2.	Assignment	11th	20%
3.	Final Exam	15th	50%
...			

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)





E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<p>1. Gee, J. P. (2005). An introduction to discourse analysis: Theory and method. New York: Routledge.</p> <p>2. Partridge, Brian (2012). Discourse Analysis: An Introduction. London: Bloomsbury (Continuum series).</p>
Supportive References	<p>1. Schiffrin, D. Tannen, D. & Hamilton, H. (2003) The handbook of discourse analysis. Malden, MA: Blackwell.</p> <p>2. Johnstone, Barbara (2008). Discourse Analysis (2nd edition). Malden, MA: Blackwell.</p> <p>3. Schiffrin, Deborah (1994). Approaches to Discourse. Oxford: Blackwell.</p> <p>4. Yule, George (1996). Pragmatics. Oxford: OUP.</p> <p>5. Wooffitt, Robin (2005). Conversation Analysis and Discourse Analysis. London: Sage.</p> <p>6. Weiss, Gilbert & Wodak, Ruth (2003). Critical Discourse Analysis: Theory and Interdisciplinarity. London: Palgrave.</p> <p>7. Cutting, Joan (2002). Pragmatics and Discourse. London: Routledge.</p> <p>8. Alba-Juez, Laura (2009). Perspectives on Discourse Analysis: Theory and Practice. Cambridge Scholars Publishing.</p> <p>9. Biber, Douglas & Conrad, Susan (2009). Register, Genre and Style. Cambridge: Cambridge University Press.</p>
Electronic Materials	
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<p>1. Lecture rooms</p> <p>2. Demonstration rooms</p>
Technology equipment (projector, smart board, software)	<p>1. Laptop computer</p> <p>2. Desktop computer</p> <p>3. Overhead projector (Data Show)</p>
Other equipment (depending on the nature of the specialty)	



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	1. Peer evaluation 2. Class observation	3. Direct 4. Indirect
Effectiveness of students assessment	1. Peer evaluation 2. Class observation	3. Direct 4. Indirect
Quality of learning resources	5. Peer evaluation 6. Class observation	7. Direct 8. Indirect
The extent to which CLOs have been achieved	1. Peer evaluation 2. Class observation	3. Direct 4. Indirect
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	07/032023

