City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester B 2015 /16

Part I   Course Overview

Course Title:	Critical Discourse Analysis
Course Code:	EN2324
Course Duration:	1 semester
Credit Units:	3 credits
Level:	B3
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
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
(A 150-word description about the course)

This course is designed to foster critical understanding of how language is encoded and loaded with different cultural and ideological values and help students to make connections between the different ways in which language can be used to mediate ideological representations and constructions of different social categories (e.g., gender, race, class, sexuality) in public discourses. Students will be introduced to some basic analytical methods in critical analysis.

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.	Develop a general understanding of the theories of ideology developed in order to explore the ideological nature of language and discourse, and how these ideologies are proliferated through hegemonic discourses.		✓	✓	
2.	Develop an understanding of different possible approaches to critical analysis.			✓	✓
3.	Critically reflect on how socio-political categories (e.g. class, gender, race, sexuality etc.) are constructed through everyday public discourse.		✓	✓	✓
4.	Apply critical discourse analytical methods to critically examine a range of public discourses to uncover hidden ideologies.		✓	✓	✓
	* If weighting is assigned to CILOs, they should add up to 100%.	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			
Lectures	Lectures given in class in addition to selected reading articles will provide background theoretical and analytic tools, to stimulate and challenge thoughts, and to assist in open and stimulating discussions and debates of chosen, representative texts	✓	✓	✓				
In-class analysis	In-class analysis of texts in groups, individually, and as a class will stimulate discussion, debate, exchanging of personal reflections, and enrich understanding of texts through the various perspectives offered.	✓	✓	✓				

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: 100 %								
Essay *Essay will develop students' capacity to do outside research, make connections between different concepts, and critically describe some primary theories in Critical Discourse Analysis.*	✓	✓					35%	
Group Presentations *Creative and stimulating oral presentations will develop students' ability to exchange and negotiate different perspectives in the critical analysis of ideological discourses. Assess accuracy of content and language style, understanding of topic, use of outside resources and references.*		✓	✓	✓			25%	
Portfolio *Portfolio will allow students to apply theories which they have learnt to different types of ideological discourses, building their understanding of the characteristics of different genres of discourses.*		✓	✓	✓			40%	
Examination: _0___% (duration: , if applicable)								

* The weightings should add up to 100%.

	100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
Essay	Content (25 marks)	(80% and above) The argument is extremely well-presented and is extremely well analysed; All relevant information is excellently covered; The purpose of drawing connection between different concepts is completely achieved.	(65% to 79%) The argument is competently presented and is very well analysed; The information is sufficiently covered; The purpose of connecting concepts is achieved.	(50% - 64%) The argument is adequately presented and is analysed reasonably well; Only part of the information is covered; The purpose of drawing connection between concepts is partially achieved.	(40% - 49%) The argument is sketchily presented and analysis inadequately presented; Only limited information is included; The purpose of connecting concepts is not fully achieved at all.	(39% and below) The argument is highly inadequate and is very badly analysed; Very limited or inaccurate information included; The purpose of connecting concepts is not achieved in any way.
	Language and style (10 marks)	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with **80%-100%** accuracy; Use of vocabulary is very concise, precise and varied; Style is highly appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with **65%-79%** accuracy; Use of vocabulary is concise, precise and varied; Style is appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with **50%-64%** accuracy; Use of vocabulary is somewhat concise, precise and varied; Style is somewhat appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with **40%-49%** accuracy; exhibit a great deal of residual and editorial problems. Use of vocabulary is limited and repetitive Style is generally inappropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, **below 39%** accuracy; exhibit very serious of residual and editorial problems. Use of vocabulary is not concise, varied, and incomprehensible; Style is totally inappropriate.

Group Presentat-ion	Content (20 marks)	(80% and above)	(65% to 79%)	(50% - 64%)	(40% - 49%)	(39% and below)
		The case is extremely well-presented and is extremely well analysed; All relevant information is excellently covered; The group discussion is extremely well led; The purpose of analysing and presenting the case material is completely achieved.	The case is competently presented and is very well analysed; The information is sufficiently covered; The group discussion is very well led The purpose of analysing and presenting the case material is achieved.	The case is adequately presented and is analysed reasonably well; Only part of the information is covered; The group discussion is reasonably well led; The purpose of analysing and presenting the case material is partially achieved.	The case is sketchily presented and analysed inadequately presented; Only limited data is included; The group discussion is poorly led; The purpose of analysing and presenting the case material is not fully achieved at all.	The case is highly inadequate in its presentation and is very badly analysed; Very limited or inaccurate data is included; The group discussion is very badly led; The purpose of analysing and presenting the case material is not achieved in any way.
	Language and style (5 marks)	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy; Use of vocabulary is very concise, precise and varied; Style is highly appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy; Use of vocabulary is concise, precise and varied; Style is appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy; Use of vocabulary is somewhat concise, precise and varied; Style is somewhat appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems. Use of vocabulary is limited and repetitive Style is generally inappropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems. Use of vocabulary is not concise, varied, and incomprehensible; Style is totally inappropriate.

Portfolio	Content (10 marks)	(80% and above)	(65% to 79%)	(50% - 64%)	(40% - 49%)	(39% and below)
		Shows full understanding of main concepts and their application; All relevant information is included in discussion and analysis of concepts; The data is comprehensively analyzed and explained; The purpose of the analysis of concepts is completely achieved.	The main concepts are competently discussed and applied; The information included in discussion and analysis of concept is sufficient; The data sufficiently analyzed and explained; The purpose of the conceptual analysis is achieved.	The concepts selected for analysis are sufficient and partially applied; Only partial information is included in discussion and analysis of concepts; Only partial analysis of data provided; The purpose of the conceptual analysis is partially achieved.	The concepts selected for analysis are sketchy and inadequate; Incomplete information is included in discussion and analysis of concepts; The data analysis is not informative or comprehensive; The purpose of the conceptual analysis is not adequately achieved.	The concepts selected for analysis are highly inadequate; Very limited or inaccurate data is incorporated in conceptual analysis; The analysis is not at all comprehensible; The purpose of the conceptual analysis is not achieved in any way.
	Language and style (10 marks)	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with **80%-100%** accuracy; Use of vocabulary is very concise, precise and varied; Style is highly appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with **65%-79%** accuracy; Use of vocabulary is concise, precise and varied; Style is appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with **50%-64%** accuracy; Use of vocabulary is somewhat concise, precise and varied; Style is somewhat appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with **40%-49%** accuracy; exhibit a great deal of residual and editorial problems. Use of vocabulary is limited and repetitive Style is generally inappropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, **below 39%** accuracy; exhibit very serious of residual and editorial problems. Use of vocabulary is not concise, varied, and incomprehensible; Style is totally inappropriate.

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.)

   Culture and reality; discourse and power; theories of ideology and hegemony; methods of critical discourse analysis; discourse-historical approach; critical metaphor analysis; discourse of illusion; political discourse; news discourse.

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.	
2.	
3.	
…	

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

1.	Charteris-Black, J. (2004) *Corpus Approaches to Critical Metaphor Analysis*. Hampshire: Palgrave Macmillan.
2.	Fairclough, N. (1989) *Language and Power*. New York: Longman.
3.	Fairclough, N. (1995) *Critical Discourse Analysis*. Singapore: Longman.
4.	Jaworski, A and Coupland, N. (eds) (1999), *The Discourse Reader*. London: Routledge.
5.	Wodak, R. (2002) 'The Discourse Historical Approach'. Wodak, R and Meyer, M (eds) (2002) *Methods of Critical Discourse Analysis*. London: Sage.