City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2016/17

Part I   Course Overview

Course Title:	Discourse and Pragmatics
Course Code:	EN3329
Course Duration:	1 Semester
Credit Units:	3
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 aims to:
- develop students' awareness of a range of key features of English which operate above the level of the sentence.
- enable students to appreciate how these features of language operate on the level of text, discourse practice and social practice.
- give students to tools and skills to analyze spoken and written language and to use this analysis to solve practical communication problems in social, educational and workplace settings.

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.	**Explain** the theoretical concepts and analytical procedures associated with the major schools of discourse analysis and pragmatics including mediated discourse analysis, genre analysis, conversation analysis, pragmatics, speech act theory, systemic functional linguistics (as it applies to discourse), interactional sociolinguistics, critical discourse analysis and multimodal discourse analysis.			√	
2.	**Apply** these concepts to the analysis of written and spoken texts of various genres.			√	
3.	**Analyse and evaluate** communicative situations in institutions to discover the key texts and key social practices involved and how they interact and use the concepts and analytical tools they have learned to analyse these texts and practices with the aim of improving communication.		√	√	
	* 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	
	Interactive Lectures Concepts are explained and illustrated through examples and discussed and debated among students.	√			
	Group Activities Students work in groups to analyze sample texts and discover patterns in discourse.	√	√		
	Fieldwork Students choose a 'site of investigation' relevant to their own lives, collect data from this site and analyze it in their 'discovery journals'		√	√	

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		
Continuous Assessment: 100 %					
Discovery Journal Students choose a 'site of investigation' which they study throughout the semester (such as a workplace, a school, or an organization), collect written and spoken texts from this site and conduct analysis of these texts based on the principles of discourse analysis covered in the lectures through which they discover key discourse related issues and challenges and proposed innovative ways to understand and meet them.		√	√	50%	
Article Critique Students choose and read a scholarly article in which some method of discourse analysis is applied to a setting similar to their site of investigation and write a short summary and critique of the article. Your paper should include the following: 1) full and accurate bibliographical information of the article, 2) a short summary of the study, the methods and the findings, 3) your evaluation	√			10%	

of the study, 4) a reflection on how the study relates to their own site of investigation and what insights they might apply to your own research.					
Test The final test for the course will test students knowledge of concepts covered in the lectures and required readings. The test will consist of multiple choice and short answer questions.	√	√	√	20%	
Weekly Reading Quizzes Students will take a short quiz every week on the required reading.		√	√	20%	
Examination: 0%					

* 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)
1. **Field Journal**	Content (30%)	Able to choose, collect and transcribe appropriate data, identify key features, apply principles and tools of analysis accurately and appropriately, and synthesize findings into a coherent and insightful analysis.	Able to choose, collect and transcribe appropriate data, identify key features, apply principles and tools of analysis accurately and appropriately, and describe findings clearly.	Able to choose, collect and transcribe appropriate data, identify key features, and apply some principles and tools of analysis with a moderately high level of accuracy and appropriateness.	Able to choose, collect and transcribe data and identify key features, and apply some principles and tools of analysis.	Unable to choose, collect and transcribe data and/or apply principles and tools to analyze it.
	Language (20%)	Able to express ideas in cohesive, accurate English with a minimum of errors, in an appropriate style and format.	Able to express ideas in cohesive, accurate English with a some errors, in a mostly appropriate style and format	Able to express ideas in mostly cohesive, accurate English with a some errors, in a moderately appropriate style and format	Able to express ideas in moderately accurate English with a some errors, in an appropriate format	Unable to express ideas in clear and accurate English.
2. **Article Critique**	Content (5%)	Able to choose a suitable article, identify and describe the key points, apply appropriate principles to evaluate the study, make reasoned and	Able to choose a suitable article, identify and describe the key points, and apply appropriate principles to evaluate the study	Able to choose a suitable article, identify and describe the key points, applying some principles with moderate accuracy and appropriateness.	Able to choose a suitable article and identify and describe the key points	Unable to choose a suitable article and/or identify key points.

		supported criticism and recommendations, and make links with their own research.			
	Language (5%)	Able to express ideas in cohesive, accurate English with a minimum of errors, in an appropriate style and format.	Able to express ideas in cohesive, accurate English with a some errors, in a mostly appropriate style and format	Able to express ideas in mostly cohesive, accurate English with a some errors, in a moderately appropriate style and format	Able to express ideas in moderately accurate English with a some errors, in an appropriate format	Unable to express ideas in clear and accurate English.
3. **In Class Activities (Text Analysis)**	Content (5%)	Able to synthesize observations and arguments into a coherent and insightful analysis and express it clearly and succinctly.	Able to synthesize observations and arguments into a mostly coherent and insightful analysis and express it clearly and succinctly.	Able to link key features in the text and identify key patterns and describe these linkages and patterns clearly.	Able to identify key features in the text and describe them clearly and accurately.	Unable to identify relevant features in the text
	Language (5%)	Able to interact appropriately and productively in English with appropriate phonology and grammar.	Able to interact appropriately and productively in English with mostly appropriate phonology and grammar.	Able to interact appropriately and in English with mostly appropriate phonology and grammar.	Able to interact in English with some errors in phonology and grammar.	Unable to interact and be understood in English.

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.)

Discourse, text and context
Definition of terms discourse, text and context; introduction of ideational, interpersonal, and textual metafunctions

Cohesion
The concept of cohesion as semantic links; types of cohesion: reference, ellipsis, substitution, lexical cohesion; other less acknowledged types of cohesion

Thematic development
The notion of theme; them and rheme; ideational, interpersonal and textual themes; how themes develop as a text progresses; theme as a feature of textuality

The Ethnography of Speaking
Speech situation, speech event, speech act; Hymes's SPEAKING model; cultural and communicative competence

Speech acts
How to do things with words; Austin and Searle's conceptions of speech acts; locution; illocution, perlocution, felicity conditions

Conversational principles and politeness
Grice's maxims and Sperber and Wilson's concept of relevance; implicature; the flouting of maxims; Brown and Levinson's system of positive and negative politeness; Face threatening acts; Leech's politeness principle; politeness in writing

Conversation Analysis
Ethnomethodology; conversation as action; turn taking; adjacency pairs; conditional relevance; openings and closings; repair

Spoken and written language
Spoken and written language are fundamentally different; what are these differences; the notion of "spokenness" and "writtenness"

Interactional Sociolinguistics
Transactional versus interactional language; contextualization cues; framing; positioning; staging; topic shift; back-channeling; reformulation; repair; negotiating meaning and exploiting ambiguity

Intertextuality and genre
Definitions of intertextuality and genre; genre as intertextuality; genre and communicative purpose; genre and staging; analysis of some stereotypical and less stereotypical genres

Mediated Discourse Analysis
Mediated action, cultural tools, nexus or practice, actional chains and social practices; interaction order; historical body; discourses in place; funnel of commitment

Critical discourse analysis
Goals of critical discourse analysis; language and power; "common sense" meaning and "naturalisation"; manipulation; common manipulative linguistic and pragmatic devices

Multimodal Discourse Analysis
Mode and media; multimodal transcription; the grammar of visual design; modal density and modal complexity; multimedia

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.	Jones, R. H. (2012) Discourse analysis: A resource book for students. London: Routledge.

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

1.	Bhatia, V.K., Flowerdew, J. and Jones, R. (eds.) (2008) Advances in Discourse Studies. London: Routledge.
2.	Brown, G. and Yule, G. (1983) Discourse Analysis. Cambridge: Cambridge University Press.
3.	Cutting, J. (2002) Pragmatics and Discourse. London: Routledge.
4.	Coulthard, M. (1985) An Introduction to Discourse Analysis. New Edition: Harlow: Longman.
5.	Gee, J.P. (1999) An introduction to Discourse Analysis: Theory and Method. London Routledge.
6.	Jaworski, A. and Coupland, N. (1999) The Discourse Reader. London: Routledge.
7.	Nunan, D. (1993) Introducing Discourse. London: Penguin.
8.	Norris, S. and Jones, R. (eds.) (2005) Discourse in Action: Introducing Mediated Discourse Analysis. London: Routledge.
9.	Paltridge, B. (2007) Discourse Analysis: An Introduction. London: Continuum.
10.	Schiffrin, D. (1994) Approaches to Discourse. Cambridge, MA and Oxford, U.K.: Blackwell.