

**City University of Hong Kong**

**Information on a Course  
offered by Department of English  
with effect from Semester B in 2014 / 15**

This form is for completion by the Course Co-ordinator. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the Explanatory Notes attached to this Form on the various items of information required.

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**Part I**

<b>Course Title:</b>	<u>Genre Analysis of Specialized Discourse</u>
<b>Course Code:</b>	<u>EN5315</u>
<b>Course Duration:</b>	<u>1 Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P5</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Prerequisites:</b> (Course Code and Title)	<u>NIL</u>
<b>Precursors:</b> (Course Code and Title)	<u>NIL</u>
<b>Equivalent Courses:</b> (Course Code and Title)	<u>NIL</u>
<b>Exclusive Courses:</b> (Course Code and Title)	<u>NIL</u>

**Part II**

**Course Aims**

This course enables you to develop the ability to analyse and evaluate functional variation in language use in academic and professional genres.

## Course Intended Learning Outcomes (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)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Evaluate critically the current genre-based approaches to the analysis of specialised academic and professional genres.	
2.	Evaluate specific issues emerging from analyses of a set of specialised genres.	
3.	Analyze the disciplinary, intercultural and cross-cultural variation in academic and professional genres.	
4.	Evaluate and apply pedagogically usable insights from genre-based descriptions of language use in academic and professional contexts.	

## Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
CILO 1	Read a selection of relevant references, interpreting the views of published authors in the context of discourse analytical work, and review them critically.	4 hours/week over 13 weeks
CILO 2	Critically read and evaluate the handouts given every week to cover the work done in the lectures.	1 hours/week over 12 weeks
CILO 3	Interactive lectures, and active participation in class discussions.	2-3 hours/week over 13 weeks.
CILO 4	(1) Work in small groups of 3-4 to analyse and evaluate individually selected corpora of academic and professional genres, and then make workshop presentations of your own analyses of these genres, with active participation by all. (2) Evaluate and analyze specific issues emerging from genre analyses of actual samples of texts collected from real academic and professional contexts.	3 hour/week for 8 weeks.

## Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1	Write a 300-word critical review of any one of the readings.	20%	
CILO 2, 3, 4	Present analyses of academic and professional genres in group presentations, with active participation from all.	30%	
CILO 2, 3, 4	Present a group analyses of at least five sets of different academic and professional genres according to interest.	50%	

**Grading of Student Achievement:**

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

**Assessment form: Critical review, Analyses of academic and professional genres, and Individual portfolio**

Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<ul style="list-style-type: none"> <li>◆ Shows full understanding of main concepts and their application;</li> <li>◆ All relevant information is included in discussion and analysis;</li> <li>◆ The topic is comprehensively analyzed and explained;</li> <li>◆ The purpose of the analysis of concepts is completely achieved;</li> <li>◆ Style and tone are highly appropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ The main concepts are competently discussed and applied;</li> <li>◆ The information included in discussion and analysis of concepts is sufficient;</li> <li>◆ The topic is sufficiently analyzed and explained;</li> <li>◆ The purpose of the conceptual analysis is achieved;</li> <li>◆ Style and tone are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ The concepts selected for analysis are sufficient, and partially applied;</li> <li>◆ Only partial information is included in discussion and analysis of concepts;</li> <li>◆ Only partial analysis is provided;</li> <li>◆ The purpose of the conceptual analysis is partially achieved;</li> <li>◆ Style and tone are somewhat appropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ The concepts selected for analysis are sketchy and inadequate;</li> <li>◆ Incomplete information is included in discussion and analysis of concepts;</li> <li>◆ The analysis is not informative or comprehensive;</li> <li>◆ The purpose of the conceptual analysis is not adequately achieved;</li> <li>◆ Style and tone are inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ The concepts selected for analysis are highly inadequate;</li> <li>◆ Very limited or inaccurate information is incorporated in conceptual analysis;</li> <li>◆ The analysis is not at all comprehensible ;</li> <li>◆ The purpose of the conceptual analysis is not achieved in any way;</li> <li>◆ Style and tone are completely inappropriate</li> </ul>

## Part III

### Keyword Syllabus

- Functional variation in discourse: registers, styles, and genres;
- Discursive practices in professional communities: genre analysis;
- Genres in specific contexts, including promotional, academic, legal, newspaper, and business;
- Disciplinary variation in academic genres;
- Intertextuality and interdiscursivity, appropriation of generic resources, genre-mixing, genre embedding, and genre-bending;
- Analysis of discursive and professional practice;
- Intercultural and cross-cultural variation in genres;
- Multi-perspective and multidimensional genre analytical framework;
- Issues in critical genre analysis.

### Required Textbook

**Bax, S. (2011).** *Discourse and Genre: Analysing Language in Context*. London: Palgrave Macmillan.

### Recommended Readings

Bhatia, Vijay K., (1993): *Analysing Genre --Language Use in Professional Settings*, London, Longman.

Bhatia, Vijay K., (2004): *Worlds of Written Discourse: A Genre-Based View*, London, Continuum.

Bhatia, V. K., J. Flowerdew, & R. Jones (Eds) (2007): *Advances in Discourse Studies*, London, Routledge.

Swales, John M., (1990): *Genre Analysis: English in Academic and professional settings*, Cambridge, Cambridge University Press.

### General Readings

Berkenkotter, C., & Huckin T.N. (1995): *Genre Knowledge in Disciplinary Communication- Cognition/Culture/Power*, NJ, Lawrence Erlbaum Associates, Publishers.

Bargiela-Chiappini, F. and Nickerson, C., (eds.) (1999): *Writing Business: Genres, Media and Discourse*, London, Longman.

Bazerman, C., and Paradis, J. (eds.) (1991): *Textual Dynamics of the Professions: Historical and Contemporary Studies of Writing in Professional Communities*, WI, University of Wisconsin Press.

Candlin, C. N. and Ken Hyland, (Eds.) (1999): *Writing: Texts, Processes and Practices*, London, Longman

Fairclough, N., (1992): *Discourse and Social Change*, Cambridge, Polity Press

Freedman Aviva & Peter Medway (eds.) (1994): *Genre and New Rhetoric*, London, Taylor & Francis,

Gee, James Paul., (2005): *An Introduction to Discourse Analysis: Theory and Method*, NY, Routledge.

Hyland, Ken, (2000): *Disciplinary discourses: Social interactions in academic writing*, Harlow, Longman

### **Specific Additional Readings**

Badger, R. (2003), 'Legal and general: towards a genre analysis of newspaper law reports'. *English for Specific Purposes*, 22, (245-263).

Bazerman, C., (1994): 'Systems of Genres and the Enhancement of Social Intentions', in Aviva Freedman & Peter Medway (eds.): *Genre and New Rhetoric*, London, Taylor & Francis, 79-101.

Bell, A. (1991): 'News stories as narratives', in *The Language of News Media* (237-251). Oxford: Blackwell.

Bhatia, V. K. (1991): A genre-based approach to ESP materials. *World Englishes*, 10, (153-166).

Bhatia, V. K. (1994): 'Cognitive Structuring in Legislative Provisions' in John Gibbons (edited), *Language and the Law*, London, Longman, [136-155].

Bhatia, Vijay K., (1995): *Genre-mixing in professional communication: The case of 'private intentions' v. 'socially recognised purposes'*, in Bruthiaux P, Boswood T and B. Bertha (eds) *Explorations in English for Professional Communication*, City University of Hong Kong, [1-19].

Bhatia, Vijay K., (1996): *Nativization of job applications in South Asia*, in R. J. Baumgardner (ed.) *South Asian English: Structure, Use and Users*, Urbana, University of Illinois Press.

Bhatia, Vijay K., (1999): *Integrating products, processes, purposes and participants in professional writing*, in C. N. Candlin and Ken Hyland (Eds.) *Writing: Texts, Processes and Practices*, London, Longman, (21-39).

Bhatia, Vijay K., (2010): *Interdiscursivity in professional communication*, in *Discourse and Communication*, 4/1.

Bhatia, Vijay K., (2000): *Genres in Conflict*, in Anna Trosborg (ed.) *Analysing Professional Genres*, John Benjamins Publishers, (147-161).

- Bhatia, Vijay K., (2007): *Towards Critical Genre Analysis*, in Bhatia, Vijay. K., J. Flowerdew, & R. Jones (Eds) *Advances in Discourse Studies*, London, Routledge, (166-177).
- Bilbow, G. T., (1997): *Cross-cultural impression management in the multicultural workplace: The special case of Hong Kong*, in *Journal of Pragmatics*, (461-487).
- Candlin, C.N. & Maley, Y. (1997) *Intertextuality and interdiscursivity in the discourse of alternative dispute resolution*. In Gunnarsson, B.L., Linell, P., & Nordberg, B. (Eds), *The Construction of Professional Discourse*, London. Longman
- Cook, Guy, (2001): *The Discourse of Advertising*, (Second Edition), London, Routledge.
- Coupland, J., (1996): *Dating advertisements: discourse of the commodified self*, in *Discourse and Society*, 7, 2, (187-207).
- Fairclough, N., (1993): *Critical discourse analysis and the marketization of public discourse: the universities*, in *Discourse and Society*, 4, 2, (133-168).
- Halliday, M. A.K., McIntosh, A. & Stevens, P. (1964): 'The users and uses of language', in *The Linguistics Science and Language Teaching*, (87-94). New York: Longman.
- Henry, A. & Roseberry, R.L. (2001): 'A narrow-angled corpus analysis of moves and strategies of the genre: 'Letter of Application'' in *English for Specific Purposes*, 20, (153-167).
- Holmes, Richard, (1997): *Genre Analysis, and the Social Sciences: An Investigation of the Structure of Research Article Discussion Sections in Three Disciplines*, in *English for Specific Purposes*, 16, 4, (321-337).
- Hyland, Ken., (1999): *Disciplinary discourses: writer stance in research articles*, in Candlin and Hyland (Eds.) *Writing: Texts, Processes and Practices*, London, Longman.
- Lorés, R. (2004). *On RA abstracts: from rhetorical structure to thematic organization in English for Specific Purposes*, 23, (280-302).
- Myers, G., (2000): *Powerpoints: Technology, Lectures, and Changing Genres*, in Anna Trosborg (ed.) *Analysing Professional Genres*, John Benjamins Publishers, (177-191).
- Nickerson, Catherine, (1999): *Genre theory and intercultural communication*, in *Document Design*, 1, 3, (202-215).
- Reynolds, M., (2000): The blending of narrative and argument in the generic texture of newspaper editorials in *International Journal of Applied Linguistics*, 10 (1), (25-40).
- Ruiying, Y. and Allison, D. (2004): Research articles in applied linguistics: structures

from a functional perspectives in *English for Specific Purposes*, 23, (264-279).

Samraj, B., (2002): *Introduction in research article: variations across disciplines*, in *English for Specific Purposes*, 21, 1, (1-18).

Scollon, Ron, (1998): *Mediated Discourse as Social Interaction: A Study of News discourse*, London, Longman.

Sigrid Norris, (2006): *Multiparty interaction: a multimodal perspective on relevance*, in *Discourse and Society*, 8, 3, (401-421).

Swales, J. M., (1998): *Other Floors Other Voices: A Textography of a Small University Building*, London, Lawrence Erlbaum Associates, Publishers.

Swales, J.M., (2002): *On Models in Applied Discourse Analysis*, in C. N. Candlin (Ed.), *Research and Practice in Professional Discourse*, City University of Hong Kong Press, Honk Kong, (61-77).

Wright, Patricia, (1999) *Writing and information design of healthcare materials*, in Candlin and Hyland (Eds.) *Writing: Texts, Processes and Practices*, London, Longman.

**Returned by**

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