

**City University of Hong Kong
Information on a Course
offered by Department of English
with effect from Semester A in 2010 / 2011**

This form is for completion by the *Course Co-ordinator/Examiner*. 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.

Part I

Course Title: Environmental Discourse

Course Code: EN5318

Course Duration: 1 semester

No. of Credit Units: 3

Level: P5

Medium of instruction: 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

1. Course Aims

This course will focus on the relationship between discourse and the environment, investigating the construction of argumentation within the climate-change debate, especially with regards to how various stakeholders (governments, NGOs, businesses and industries etc.) construct and disseminate their perceptions on the reality, consequences and remediation of climate-change. The course will introduce students to the concept of discourse in the Foucauldian sense (reference to different types of 'discourses', such as scientific discourse, media discourse, political discourse etc.), its relationship with human society, and approaches to the analysis of a range of discourses that begin to constitute the climate-change debate, in order to become better informed about one of the most significant socio-political issues of modern times.

2. 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.	Describe the concepts of ideology and power, and how these ideologies are proliferated through hegemonic discourses.	10%
2	Illustrate the particular constellation of ideological, historical, and socio-cultural processes that shape the arguments posed by the different stakeholders, and contexts from within which these arguments are generated, in order to better understand the motivations and intentions of their authors.	15%
3.	Demonstrate how socio-political and cultural categories and issues are constructed through various environmental discourses.	15%
4.	Explain the positions and arguments of major stakeholders within the climate-change debate, and how these are disseminated through various medium and discourses.	30%
5.	Analyze various forms of environmental discourses using discourse analytical methods.	30%

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

CILO No	TLAs	Weeks (if applicable)
CILOs 1-4	Lectures and readings will help acquaint students with the different perspectives scholars have on discourse, ideology, propaganda and hegemony, in addition to the different arguments put forward by major players in the climate-change debate.	
CILOs 2-5	Analysis of environmental discourses in class and through group work, including newspaper articles, political speeches, advertisements, various visuals, reports, press releases etc. will help students apply theories and concepts to actual instances of public discourses.	

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. 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
CILOs 1-5	<u>Mock COP</u> Students will be asked in class to form small groups, with each group representing a different stakeholder in the climate-change debate (i.e. national governments, NGOs, business and industries etc.), and these groups will prepare for a mock <i>Conference of the Parties (COP)</i> . Students will prepare an official dossier illustrating their respective positions, and engage in an end of semester debate. The mock <i>COP</i> will give students an opportunity to practice the application of learnt theories, concepts and methods to actual instances of public discourse, as well as giving them an opportunity to experience first-hand the process of complex argument construction.	40%	Group work
CILO 1-5	<u>Research Project</u> Students will conduct a semester-long research project, whereby they will attempt to present the climate-change debate in the most multi-perspective manner possible-drawing on the methodological approaches learnt in class to analyze a selection of 10 texts (of a variety of genres) illustrating the different perspectives on climate-change, drawing a conclusion at the end of the project on the contentious discourses surrounding the particular social issue.	60%	Individual work

5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

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

Assessment form: Research Project (60%)

Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Content (50 marks)	<p>(80% and above)</p> <ul style="list-style-type: none"> ◆ 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. 	<p>(65% - 79%)</p> <ul style="list-style-type: none"> ◆ 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. 	<p>(50% - 64%)</p> <ul style="list-style-type: none"> ◆ 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. 	<p>(40% - 49%)</p> <ul style="list-style-type: none"> ◆ 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. 	<p>(39% and below)</p> <ul style="list-style-type: none"> ◆ 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 are not achieved in any way.
Language and style (10 marks)	<p>(80% and above)</p> <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is highly accurate, with 80%-100% accuracy; ◆ Use of vocabulary is very concise, precise and varied; ◆ Style and tone are highly appropriate 	<p>(65% to 79%)</p> <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is accurate, with 65%-79% accuracy; ◆ Use of vocabulary is concise, precise and varied; ◆ Style and tone are appropriate 	<p>(50% - 64%)</p> <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is somewhat accurate, with 50%-64% accuracy; ◆ Use of vocabulary is somewhat concise, precise and varied; ◆ Style and tone are somewhat appropriate 	<p>(40% - 49%)</p> <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems. ◆ Use of vocabulary is limited and repetitive ◆ Style and tone are inappropriate 	<p>(39% and below)</p> <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, 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 and tone are totally inappropriate

Total marks: _____

Assessment form: Mock COP (40%)

Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Content (25 marks)	(80% and above) <ul style="list-style-type: none"> ◆ 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. 	(65% to 79%) <ul style="list-style-type: none"> ◆ 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. 	(50% - 64%) <ul style="list-style-type: none"> ◆ 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. 	(40% - 49%) <ul style="list-style-type: none"> ◆ 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. 	(39% and below) <ul style="list-style-type: none"> ◆ 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 (15 marks)	(80% and above) <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is highly accurate, with 80%-100% accuracy; ◆ Use of vocabulary is very concise, precise and varied; ◆ Style and tone are highly appropriate 	(65% to 79%) <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is accurate, with 65%-79% accuracy; ◆ Use of vocabulary is concise, precise and varied; ◆ Style and tone are appropriate 	(50% - 64%) <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is somewhat accurate, with 50%-64% accuracy; ◆ Use of vocabulary is somewhat concise, precise and varied; ◆ Style and tone are somewhat appropriate 	(40% - 49%) <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems. ◆ Use of vocabulary is limited and repetitive ◆ Style and tone are inappropriate 	(39% and below) <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, 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 and tone are totally inappropriate

Total marks: _____

Keyword Syllabus

Environmental discourse; discourse and power; theories of ideology and hegemony; methods of discourse analysis; multi-perspective analysis; public discourse; text and context; argumentation construction; climate-change.

Recommended Reading

- Alexander, R J (2009) *Framing Discourse on the Environment: A Critical Discourse Approach*. New York: Routledge.
- Barton, E., (2004) 'Discourse Methods and Critical Practice in Professional Communication'. *Journal of Business and Technical Communication* 18(1), pp. 67-111.
- Bhatia, A., (2006). 'Critical Discourse Analysis of Political Press Conferences'. *Discourse & Society* 17(2), pp. 173-203.
- Bhatia, A., (2007b). 'Religious Metaphor in the Discourse of Illusion: George W. Bush and Osama bin Laden'. *World Englishes* 26(4), pp. 507-524.
- Bhatia, A., (2008). 'Discursive Illusions in the American National Strategy for Combating Terrorism'. *Journal of Language and Politics* 7(2), pp. 201-227.
- Bhatia, V. (2008) 'Discursive Practices in Disciplinary and Discursive Practices'. *Linguistics and the Human Sciences*
- Bhatia, A., (2009). 'Discourses of Terrorism'. *Journal of Pragmatics* 41(2), pp. 279-289.
- Boje, D., Oswick, C., & Ford, J. (eds) (2004) 'Language and Organization: The Doing of Discourse'. *Academy of Management Review* 29 (4), pp. 571-577.
- Bourdieu, P. (1990) *The Logic of Practice*. Cambridge: Polity Press.
- Carvalho, A. (2007) 'Ideological Cultures and Media Discourses on Scientific Knowledge: Re-reading News on Climate Change'. *Public Understanding of Science* 16(2), pp. 223-243.
- Chia, R., (2000) 'Discourse Analysis as Organizational Analysis'. *Organization* 7(3), pp. 513-518).
- Fairclough, N. (2003) *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.
- Gee, J., (1996) *Social Linguistics and Literacies: Ideology in Discourses* (2nd edition). London: Taylor & Francis.
- Gee, J., (2005) *An Introduction to Discourse Analysis: Theory and Method* (2nd edition). New York: Routledge.
- Grant, D., Keenoy, T., & Oswick, C., (eds) (2001) 'Organizational Discourse: Key Contributions and Challenges'. *International Studies of Management and Organization* 31(3), pp. 5-24.
- McComas, K. and Shanahan, J. (1999) 'Telling Stories about Global Climate Change'. *Communication Research* 26(1), pp. 30-57.
- Pennycook, A., (1994) 'Incommensurable Discourses?' *Applied Linguistics* 15, pp. 115-138.
- Scollon, R., (2007) *Analyzing Public Discourse: Discourse Analysis in the Making of Public Policy*. New York: Routledge.
- Shackley, S. and Wynne, B. (1996) 'Representing Uncertainty in Global Climate Change Science and Policy: Boundary-Ordering Device and Authority'. *Science, Technology & Human Values* 21(3), pp. 275-302.
- Trumbo, C. (1996) 'Constructing Climate Change: Claims and Frames in US news coverage of an environmental Issue'. *Public Understanding of Science* 5(3), pp. 269-283.
- Waitt, G. (2005) 'Doing Discourse Analysis'. In Hay, I. (ed), *Qualitative Research Methods in Human Geography* (2nd edition). Melbourne: Oxford University Press. pp.163-191.
- Weingart, P., Engles, A., and Pansegrau, P. (2000) 'Risks of Communication: Discourse on Climate Change in Science, Politics, and the Mass Media'. *Public Understanding of Science* 9(3), pp. 261-283.

Returned by:

Name: Dr. Aditi Bhatia

Department: EN

Tel: 3442-9415

Date: 1st March 2010