

City University of Hong Kong

Information on a Course
offered by Department of English
with effect from Semester A in 2009 / 2010

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.

Part I

Course Title:	<u>Grammar and Discourse in Language Teaching</u>
Course Code:	<u>EN5462</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English</u>
Prerequisites: (Course Code and Title)	<u>NIL</u>
Precursors: (Course Code and Title)	<u>NIL</u>
Equivalent Courses: (Course Code and Title)	<u>NIL</u>
Exclusive Courses: (Course Code and Title)	<u>NIL</u>

Part II**Course Aims**

This course aims to develop student understanding and awareness of the way discourse is described, analyzed, and used in real life contexts, written as well as spoken. With this kind of understanding of language use in a variety of academic, professional and social contexts, students will be able to handle written and spoken discourse for language teaching purposes.

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.	Identify important concepts in the field of discourse analysis.	
2.	Describe some recent frameworks and models of discourse analysis.	
3.	Analyze recent trends in the application of discourse analysis for the teaching and learning of languages.	
4.	Diagnose learner problems in producing coherent spoken and written English discourse.	
5.	Apply models of discourse analysis to the teaching of English.	
6.	Apply knowledge of learner problems to the teaching of English.	

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 and 2	Following weekly lectures, students will engage in problem-solving activities to help them identify important concepts in (1) the field of discourse, and (2) models of discourse analysis.	
CILO 3	Students will engage in workshops to analyze the outcomes of discourse analysis and their application in the English language classroom.	
CILO 4	Students will analyze authentic learner language in order to diagnose learner problems in producing coherent spoken and written English discourse.	
CILO 5	Students will engage in problem-solving activities following weekly lectures to explore the application of models of discourse analysis to the teaching of English.	
CILO 6	Students will engage in workshops to find various ways to apply knowledge of learner	

	problems in English to the teaching of English in the classroom.	
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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 and 2	Week 7 written in-class test – 40 minutes	30%	
CILO 3	Week 12 written in-class test – 40 minutes	30%	
CILO 4, 5 and 6	Students will write a 1,000-word essay on how they plan to improve their teaching of English by using their knowledge of the problems of their learners, written and spoken discourse, and models of discourse analysis.	40%	

Grading of Student Achievement:

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

Part III

Keyword Syllabus

discourse, pragmatics, cohesion, coherence, discourse analysis, rules of conversation, conversation analysis, speech act theory, cooperative principle, politeness principle, persuasion, genre analysis, contexts of language use, classroom discourse

Recommended Reading

Text(s)

Bhatia, V. K. 1993. *Analysing genre: language use in professional settings*. London: Longman.

Brown, G. and Yule, G. 1983. *Discourse analysis*. Cambridge: Cambridge University Press.

Cook, G. 1989. *Discourse*. Oxford: Oxford University Press.

Coulthard, M. 1985. *An introduction to discourse analysis*. London: Longman.

Fairclough, N. 1995. *Critical discourse analysis: the critical study of language*. London: Longman.

Gee, J. 1999. *An introduction to discourse analysis: theory and method*. London: Routledge.

Hoey, M. 1983. *On the surface of discourse*. London: George Allen and Unwin.

Jaworski, A. and Coupland, N. (Eds.) 1999. *The discourse reader*. London: Routledge.

McCarthy, M. 1991. *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.

McCarthy, M. and Carter, R. 1994. *Language as discourse: perspectives for language teaching*. London: Longman.

Rogers, R. 2004. *An introduction to critical discourse analysis in education*. New Jersey: Lawrence Earlbaum Associates Inc.

Scollon, R. 1998. *Mediated discourse as social interaction: a study of news discourse*. London: Longman.

Online Resources

(None)

Returned by

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Date: 4 August 2008