

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>Discourse Variation in Professional Communities I</u>
Course Code:	<u>EN 5912</u>
Course Duration:	<u>One Semester</u>
Credit Units:	<u>Three</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English</u>
Prerequisites: (Course Code and Title)	<u>None</u>
Precursors: (Course Code and Title)	<u>None</u>
Equivalent Courses: (Course Code and Title)	<u>None</u>
Exclusive Courses: (Course Code and Title)	<u>None</u>

Part II

Course Aims

This course aims to enable students to develop the ability to analyse functional variation in language use, both written and spoken, in professional, academic and workplace contexts.

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 critically the current genre-based approaches to the analysis of grounded descriptions of academic, professional and other workplace genres;	
2.	analyse the disciplinary, intercultural and cross-cultural variation in professional discourse;	
3.	evaluate pedagogically utilisable descriptions of language use in 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	Reading a selection of relevant references and making use of various points of view of individual authors in class work, and evaluate them critically.	4 hours/week over 13 weeks
CILO 2	Reading the handouts. Students will be given handouts every week to cover the work done in the lectures.	1 hours/week over 12 weeks
CILO 3	(1) Interactive lecturing and active participation in the class discussion. (2) Working in small groups of 3-4 to analyse a variety of professional discourses and then making workshop presentations of the analyses of professional genres, with active participation by all.	(1) 2-3 hours/week over 13 weeks. (2) 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	Writing a 1000-word critical review of any one of the readings.	30%	
CILO 2, 3	Presenting analyses of academic and professional genres in the student initiated workshops, with active participation from all of them.	20%	
CILO 2, 3	Presenting an individual portfolio of analyses (to be done on a weekly basis throughout the semester) of at least five different academic and professional genres chosen by students according to their individual interest and intended specialisation.	50%	

Grading of Student Achievement:

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

Courses are graded according to the following schedule:

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.3 3.0 2.7	Good:	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	2.3 2.0 1.7	Adequate:	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	1.0	Marginal:	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	0.0	Failure:	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
P		Pass:	"Pass" in a pass-fail course. Courses to be graded on a pass-fail basis for a programme are specifically identified under the programme in the course catalogue.
Operational Grades			
IP	In Progress	An IP grade is shown where students will register in subsequent Semesters to complete the assessment of the course.	
I	Incomplete	A grade of incomplete may be granted (1) where there are extenuating circumstances that have prevented a student from completing required work, or attending the examination; (2) at the discretion of the Assessment Panel. Where an "I" grade is assigned, the Assessment Panel will approve a schedule for the completion of work, or a supplementary examination. An "I" grade will be converted into a "F" grade four weeks after the "I" grade is first reported to the Academic Regulations and Records Office, unless an alternative grade has been assigned.	
S	Dissertation Submitted	In a dissertation-type course, an S grade is assigned by the Course Examiner when a student's dissertation has been submitted for assessment.	
X		Assigned when a student is permitted to drop the course after the normal drop date.	

Part III

Keyword Syllabus

- Grammar, text, and discourse: form and function in language use
- Functional variation in discourse: registers and genres
- Discourse practices in professional communities: genre analysis

- Genres in specific contexts: promotional, academic, legal, newspaper, & business.

Recommended Reading

General Readings`

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

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

Cook, Guy, (1989): *Discourse*, Oxford, Oxford University Press.

Johns, Ann M., (1997): *Text, Role, and Context: Developing Academic Literacies*, Cambridge, Cambridge University Press.

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

Specific Weekly Readings

Week 1: Grammar, Text, and Discourse (Form and Function)

Gook, G. (1989): 'What is discourse', in Cook, G. (Ed.) *Discourse* (3-29). Oxford: Oxford University Press.

Tribble, C. (1997): 'The organization of written texts', in Tribble, C. (Ed.) *Writing* (23-36). Oxford: OUP.

Week 2: Functional Variation in Language Use (Register and Genre)

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.

Gregory, M. (1967): 'Aspects of varieties differentiation', in *Journal of Linguistics*, 3, (177-274).

Week 3 & 4: Analyzing Genres

Bhatia, V. K. (1993): 'Approach to genre analysis', in *Analysing genre*, (13-41). London: Longman.

Swales, J. M. (1990): 'The concept of genre', in *Genre Analysis English in academic and research settings* (33-67), Cambridge: Cambridge University Press.

Weeks 5: Analyzing Promotional Genre

Bhatia, V. K. (1993): 'Product and self promotion in business settings', in *Analysing genre*, (45-74). London: Longman.

Cook, Guy, (2001): *The Discourse of Advertising*, (Second Edition), London, Routledge.

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).

Week 6: Business Discourse (Business Letters)

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

Weeks 8 & 9: Academic Discourse (Research Article Introductions and Abstracts)

Lorés, R. (2004). On RA abstracts: from rhetorical structure to thematic organization. *English for Specific Purposes*, 23, (280-302).

Ruiying, Y. and Allison, D. (2004): Research articles in applied linguistics: structures from a functional perspectives. *English for Specific Purposes*, 23, (264-279).

Swales, J. M. (1990): 'Research articles in English', in *Genre Analysis English in academic and research setting* (137-167). Cambridge: Cambridge University Press.

Week 10: Legal Discourse (Legislation)

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

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

Week 11 and 12: Media Discourse (News Reports and Editorials)

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

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).

Online Resources

Nil

Returned by

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Date: 25 July 2008