

**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: Critical Discourse Analysis

Course Code: EN6496

Course Duration: 1 semester

No. of Credit Units: 3

Level: P6

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

Critical Discourse Analysis (CDA) focuses its inquiry on the concepts of power, ideology and hegemony through an exploration of text and context (e.g. local, institutional and societal domains). This course is designed to foster critical understanding of how language is encoded and loaded with different cultural and ideological values and the different ways in which language can be used to mediate ideological representations and constructions of different socio-political and cultural categories, constructs and issues. The course will provide students with a working knowledge of CDA and its application to qualitative research and analysis of different public discourses.

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.	Acquire an understanding of the theories of ideology and hegemony to better understand the ideological nature of language and discourse, and how these ideologies are proliferated through hegemonic discourses.	
2.	Acquire an understanding of different possible approaches to critical analysis, and combining elements of these approaches to create a multi-perspective framework.	
3.	Understand how socio-political and cultural categories and issues are constructed through everyday public discourses, including political, media and business discourse.	
4.	Employ critical discourse analytical methods to analyze various public discourses to demystify asymmetrical power relations and uncover hidden ideologies.	

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&2	Lectures and readings will help acquaint students with the different perspectives scholars have on ideology, propaganda and Gramsci's notion of hegemony, in addition to different approaches to critical analysis, including study of a multi-perspective approach.	
CILOs 3&4	Critical analysis of ideological public 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&2	<u>Term Essay</u> The term essay will test students' capacity to do outside research, make connections between different concepts, critically describe some primary theories in Critical Discourse Analysis, and generally demonstrate their understanding of the co-constructive nature of language, power and ideology.	20%	Individual work
CILOs 3&4	<u>Class Work</u> Students will be asked in class to conduct critical analysis of different types of public discourse in small groups in order to practice the application of learnt theories, concepts and methods to actual instances of public discourse.	20%	Group work
CILO 3&4	<u>Research Project</u> Students will conduct a semester-long research project, whereby they will pick a particular social issue of interest to them (democracy, abortion, same-sex marriages, global warming etc.) and analyze a selection of 10-15 texts (of a variety of genres) illustrating different perspectives on the social issue, drawing a conclusion at the end of the project on the contentious discourse surrounding the particular social issues.	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)	(80% and above) <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. 	(65% - 79%) <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. 	(50% - 64%) <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. 	(40% - 49%) <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. 	(39% and below) <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)	(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: _____

Assessment form: Essay (20%)

Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Content (15)	(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 (5 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

Culture and reality; discourse and power; theories of ideology and hegemony; methods of critical discourse analysis; discourse-historical approach; critical metaphor analysis; multi-perspective analysis; public discourse; text and context.

Recommended Reading

- Bell, A and Garrett, P. (eds) (1998) *Approaches to Media Discourse*. Oxford: Blackwell.
- Bourdieu, P. (1991) *Language and Symbolic Power*. Cambridge: Polity Press.
- Brown, G and Yule, G. (1983) *Discourse Analysis*. Cambridge: Cambridge University Press.
- Charteris-Black, J. (2004) *Corpus Approaches to Critical Metaphor Analysis*. Hampshire: Palgrave Macmillan.
- Charteris-Black, J. (2005) *Politicians and Rhetoric: The Persuasive Power of Metaphor*. New York: Palgrave Macmillan.
- Chilton, P. (2004) *Analysing Political Discourse: Theory and Practice*. London: Routledge.
- Cooper, D E. (1986) *Metaphor*. Oxford: Blackwell.
- Fairclough, N. (1989) *Language and Power*. New York: Longman.
- Fairclough, N. (1995) *Critical Discourse Analysis*. Singapore: Longman.
- Fairclough, N. (2003) *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.
- Foucault, M. (1989) *The Archaeology of Knowledge*. London: Routledge.
- Goatly, A. (1997) *The Language of Metaphors*. London: Routledge.
- Goffman, E (1981) *Forms of Talk*. Philadelphia: University of Pennsylvania Press.
- Goffman, E. (1986) *Frame Analysis: An Essay on the Organization of Experience*. Boston: Northeastern University Press.
- Hammersley, M. (1997) 'On the Foundations of Critical Discourse Analysis'. *Language and Communication* 17, 237-248.
- Hester, S and Eglin, P. (eds) (1997), *Culture in Action: Studies in Membership Categorization Analysis*. Washington, D.C.: International Institute for Ethnomethodology and Conversation Analysis & University Press of America.
- Jaworski, A and Coupland, N. (eds) (1999), *The Discourse Reader*. London: Routledge.
- Lakoff, G and Johnson, M. (1980) *Metaphors We Live By*. Chicago: University of Chicago Press.
- Layder, D. (1993) *New Strategies in Social Research: An Introduction and Guide*. Cambridge: Polity Press.
- Schaffner, C. (ed) (1997) *Analyzing Political Speeches*. London: Short Run Press.
- Sealey, A and Carter, B. (2004) *Applied Linguistics as Social Science*. London: Continuum.
- Simon, R. (1999) *Gramsci's Political Thought: An Introduction*. London: The Electric Book Company.
- Sarangi, S and Coulthard, M. (eds) (2000) *Discourse and Social Life*. Essex: Pearson Education Ltd.
- Thompson, J B. (1984) *Studies in the Theory of Ideology*. Cambridge: Polity Press.
- Widdowson, H. G. (1995) 'Discourse analysis: A Critical View'. *Language and Literature*, 4(3), 157-172.
- Wilson, J. (1990) *Politically Speaking*. Oxford: Blackwell.
- Wodak, R. (ed) (1989) *Language, Power and Ideology: Studies in Political Discourse*. Amsterdam: John Benjamins.
- Wodak, R. (1996) *Disorders of Discourse*. New York: Longman.
- Wodak, R. (2002) 'The Discourse Historical Approach'. Wodak, R and Meyer, M (eds) (2002) *Methods of Critical Discourse Analysis*. London: Sage.

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