

**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**

<b>Course Title:</b>	<u>Discourse Variation in Professional Communities II</u>
<b>Course Code:</b>	<u>EN 6921</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>Three</u>
<b>Level:</b>	<u>P6</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Prerequisites:</b> ( <i>Course Code and Title</i> )	<u>EN5912 Discourse Variation in Professional Communities I</u>
<b>Precursors:</b> ( <i>Course Code and Title</i> )	<u>None</u>
<b>Equivalent Courses:</b> ( <i>Course Code and Title</i> )	<u>None</u>
<b>Exclusive Courses:</b> ( <i>Course Code and Title</i> )	<u>None</u>

**Part II**

**Course Aims**

This course aims to enable students to develop an ability to analyse specific discourse/genre issues related functional variation in the use of language, 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 issues in the discursive practices of specialists from a range of academic, professional, and other workplace contexts;	
2.	analyse and interpret the disciplinary, intercultural and cross-cultural variation in professional discourse;	
3.	apply linguistic and ethnographic skills to 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 the course pack, containing a relevant selection of readings and making use of the points of view of individual authors in class work.	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) Workshop presentations by students in small groups on the analysis of assigned issues in professional discourses and genres, with active participation by all.	(1) 2-3 hours/week over 13 weeks. (2) 3 hours/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, 2, 3	Presenting analyses of academic and professional genres in the student initiated workshops, with active participation from all of them	30%	
CILO 1, 2, 3	Presenting an individual portfolio of analyses (to be done on a weekly basis throughout the semester) of at least five different issues of current relevance to academic and professional genres, and illustrations of these issues by a selection of relevant examples by students according to their individual interest and specialisation. These analyses of issues also incorporate relevant insights from readings.	70%	

## 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.
<u>Operational Grades</u>			
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

- Disciplinary variation in academic and professional genres
- Appropriation of generic resources,
- Mixing and embedding of genres
- Generic integrity and colonisation of professional genres
- Accessibility, comprehension and participant perspectives
- Intercultural and cross-cultural variation in genres
- Discourses of unequal encounters
- Multimodality in academic and professional genres

### Recommended Reading

#### General Readings`

#### KEY COURSE BOOK

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

Additional recommended books

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.

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

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,

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

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

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

## **RECOMMENDED READINGS ON KEY TOPICS**

### **Week 1: The real world of professional and academic discourse**

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.

### **Disciplinary variation in academic and professional discourse**

Holmes, Richard, (1997): *Genre Analysis, and the Social Sciences: An Investigation of the Structure of Research Article Discussion Sections in Three Disciplines*, 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.

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

### **Week 2: Genre mixing and embedding in professional discourse**

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].

Coupland, J., (1996): *Dating advertisements: discourse of the commodified self*, Discourse and Society, 7, 2, (187-207).

### **Week 3: Genre bending and appropriation of generic resources in professional discourse**

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, V. K., J. Flowerdew, & R. Jones (Eds) Advances in Discourse Studies, London, Routledge, (166-177).

Week 4: Generic Integrity and Colonization in professional genres

Fairclough, N., (1993): *Critical discourse analysis and the marketization of public discourse: the universities*, Discourse and Society, 4, 2, (133-168).

Candlin, C.N., and Guenter A. Plum, (1999) *Engaging with the challenges of interdiscursivity in academic writing: researchers, students and tutors*, in Candlin, C. N. & Hyland Ken., (Eds.) (1999): Writing: Texts, Processes and Practices, London, Longman.

### **Week 5: Accessibility, comprehension and participant perspectives**

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

Hewings, M., & Houghton, D., (1992): *Making Economics More Accessible?* In Gunnarsson B-L, Linnel, P. and Nordberg, B. (Eds.) Text and Talk in Professional Contexts, ASLA. (105-123).

Myers, G., (2000): *Powerpoints: Technology, Lectures, and Changing Genres*, in Anna Trosborg (ed.) Analysing Professional Genres, John Benjamins Publishers, (177-191).

### **Week 6: Intercultural & cross-cultural variation in professional discourse**

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.

Bilbow, G. T., (1997): *Cross-cultural impression management in the multicultural workplace: The special case of Hong Kong*, Journal of Pragmatics, (461-487).

Nickerson, Catherine, (1999): *Genre theory and intercultural communication*, Document Design, 1, 3, (202-215).

### **Week 8: Discourses of unequal encounters**

Adelswaerd, V., K. Aronsson and P. Linell. (1988). *Discourse of Blame: Courtroom Construction of Social Identity from the Perspective of the Defendant*, in Semiotica. 71:261-284.

Button, Graham, (1992): *Answers as interactional products: two sequential practices used in job interviews*, in Paul Drew and John Heritage (Eds.) Talk at work: Interaction in institutional settings, Cambridge, Cambridge University Press, [212-231].

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

Ibrahim, I., (2001): *Doctor and patient questions as a measure of doctor-centredness*

in *UAE hospitals, English for Specific purposes*, 20, 4, 331-344.

### **Week 9: Multimodality in Professional and Academic Genres**

Kress, G, Jewitt, C., Ogborn, J., & Tstasarelis, C (2001) Multimodal teaching and learning: the rhetorics of the science classroom. London. Continuum International

Kress, G., and van Leeuwen, (2001): Multimodal Discourse: The Modes and media of contemporary communication, London, Arnold.

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

### **Week 11: Multiperspective Model for analysing Discourse**

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).

### **Week 12: Acquisition of discursive competence in professional communities**

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).

### **Online Resources**

Nil

### **Returned by**

Name: Professor Vijay Bhatia Department: English

Tel: 2788-8853 Date: 25 July 2008