

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>Workplace Communication</u>
Course Code:	<u>EN6954</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>English</u>
Prerequisites: (<i>Course Code and Title</i>)	<u>NIL</u>
Precursors: (<i>Course Code and Title</i>)	<u>NIL</u>
Equivalent Courses: (<i>Course Code and Title</i>)	<u>NIL</u>
Exclusive Courses: (<i>Course Code and Title</i>)	<u>NIL</u>

Part II**Course Aims**

The course aims to describe and explain the interconnections between texts, discourses and social-institutional practices and how these are realized in their contexts in the workplace. Achieving an adequate understanding of workplace communication is fundamental to the design and implementation of effective pedagogic interventions, and these in turn rely on effective collaboration between language teachers/communication skills trainers and their appropriate

workplace/organisational/institutional partners. Students are enabled to define basic concepts and issues in workplace communication, identify key sites for research and describe them discursively and socially, display the relevance of these issues and sites for research study and analysis as well as for curriculum design, to evaluate the implications of such curricula for workplace teacher and teacher trainer needs, and to carry out personal case study research and curriculum development.

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 the interconnections between texts, discourses and social-institutional practices in their contexts of realisation in the workplace.	
2.	Define concepts and issues in workplace communication.	
3.	Analyze workplace communication.	
4.	Identify key sites for workplace communication research and define them discursively and socially.	
5.	Evaluate the implications of workplace communication curricula for workplace teacher and teacher trainer needs.	
6.	Create personal case study research on curriculum development.	

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 literature and taking part in workshops that help them identify the interconnections between texts, discourses and social-institutional practices in the workplace.	
CILO 2	Taking part in lectures and workshops organised to help them define concepts and issues in workplace communication.	
CILO 3	Reading literature and taking part in workshops that help them analyze workplace communication.	

CILO 4	Taking part in lectures and workshops organised to help them identify key sites for workplace communication research and define them.	
CILO 5	Reading literature and taking part in workshops that help them evaluate the implications of workplace communication curricula for workplace teacher and teacher trainer needs.	
CILO 6	Create a personal case study research file on curriculum development.	

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, and 4	A 1500-word outline description of a selected workplace context (site, participants, theme, purposes) with particular reference to a selected event/incident/moment/ process in that workplace context and its associated actions and the communication strategies of the participants involved.	40%	
CILO 3, 5, and 6	A 3000-word analysis involving several perspectives of some selected written/spoken or multimodal texts from a particular workplace context and the transformation of that data into some illustrative curriculum materials.	60%	

Grading of Student Achievement:

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in the assessment task.

Part III

Keyword Syllabus

Texts, discourses and social/institutional practices; characterising workplace communication: sites, actions, participants, purposes; talk and workplace organisation; disorders of discourse in workplaces; discourse and professional identities; interdiscursivity in the workplace; workplace communication and the curriculum;

teacher and trainer competencies for workplace communication; discourse and the quality of workplace effectiveness

Recommended Reading

Text(s)

Week 1

Bhatia, V.K., Flowerdew, J., and Jones, R. (2008) Approaches to discourse analysis. In Bhatia, V.K., Flowerdew, J., and Jones, R (eds) *Advances in Discourse Studies*. London. Routledge (pp 1-18)

Bourdieu, P. (1991) The linguistic market. In P. Bourdieu, *Sociology in Question*. London: Sage. (pp. 78 – 89)

Week 2

Boden, D. (1994) The interaction order of organizations. In D. Boden *The Business of Talk: Organizations in Action*. Cambridge Cambridge University Press (Extracts only)

Candlin, C.N. (1997) General Editor's Preface. In B. Gunnarsson, P. Linell & B. Nordberg (Eds.). *The Construction of Professional Discourse* (pp. x-xiv). London: Longman.

Layder, D. (1993) *New Strategies in Social Research*. Cambridge. Polity Press (Extracts only)

Sarangi, S. & Roberts, C. (1999). The dynamics of interactional and institutional orders in work-related settings. In S. Sarangi & C. Roberts (Eds.) (1999) *Talk, Work and the Institutional Order: Discourse in Medical, Mediation and Management Settings*. Berlin: Mouton de Gruyter. (Extracts only)

Week 3

Candlin, C.N. & S. Sarangi (2004) Editorial: Making applied linguistics matter. *Journal of Applied Linguistics* 1,1

Fairclough, N. (1999). Linguistic and intertextual analysis within discourse analysis. In Jaworski & N. Coupland (Eds.), *The Discourse Reader* (Chapter 11: pp.183-211). London: Routledge.

Holliday, A. (2002). *Doing and Writing Qualitative Research* (Extracts from Chapter 1: Approaching qualitative research, pp. 17-23 and Chapter 4: What counts as data, 69-97). London: Sage Publications Ltd.

Maynard, D.W. (1992) On clinicians co-implicating recipients' perspective in the delivery of diagnostic news. In P. Drew & J. Heritage (eds.), *Talk at Work : Interaction in Institutional Settings* (pp. 331-358). Cambridge. Cambridge University Press.

Schegloff, E.A. (1999) Talk and social structure. In N. Coupland & A. Jaworski (eds.), *The Discourse Reader* (pp. 107-120). London. Routledge.

Week 4

Antaki, C. (nd) *Conversation Analysis: Self Instructional Materials and Associated Seminar Notes* <http://www-staff.lboro.ac.uk/-sscal/into1.htm>

Drew, P. and Curl, T (2008) Conversation analysis: overview and new directions. In Bhatia, V.K., Flowerdew, J. and Jones, R. (eds) (2008) op.cit. (pp22-35)

Greatbatch, D. and Dingwall, R. (1999) Professional neutralism in family mediation. In S. Sarangi & C. Roberts (eds.) *Talk, Work and Institutional Order: Discourse in Medical, Mediation and Management Settings* (pp. 271-292). Berlin: De Gruyter.

Hutchby, L. & Woofitt, R. (1998) *Conversation Analysis: Principles, Practices and Applications* (pp. 93-119). Cambridge: Polity Press.

ten Have, P. (2001) Applied conversational analysis. In A. McHoul & M. Rapley (eds.) *How to Analyse Talk in Institutional Settings: A Casebook of Methods* (pp. 3-11). London: Continuum

Week 5

Candlin, C.N., Maley, Y. Crichton, J. & Koster, P. (1994) *The Language of Lawyer-client Conferencing*. Sydney: Law Foundation of New South Wales & Macquarie University, Department of Linguistics, Centre for Language and Social Life. (Extracts only)

Bargiela, F., C. Nickerson and B. Planken (2007): *Business Communication*. London., Palgrave (Extracts only)

Week 6

Candlin, C.N. & Maley, Y. (1997) Intertextuality and interdiscursivity in the discourse of alternative dispute resolution. In B-L. Gunnarsson, P. Linell & B. Nordberg (Eds.), *The Construction of Professional Discourse*. London: Longman.

Candlin, C.N. (2006) Accounting for interdiscursivity: challenges to professional expertise. In M.Gotti and D.Giannone (eds) *New Trends in Specialized Discourse Analysis*. Bern. Peter Lang Verlag

Week 7

Eades, D. (1994) A case of communicative clash: aboriginal English and the legal system. In J.Gibbons (ed) *Language and the Law*. London. Longman (234-264)

Fairclough, N.L. (2001) The discourse of New Labour: critical discourse analysis. In Wetherell, M., Taylor, S. and Yates, S. (eds) *Discourse as Data: A Guide for Analysis*. London. Sage (pp229-264) (Extracts only)

Fairclough, N.L. (2003) *Analysing Discourse: Textual Analysis for Social Research* (Chapter 2: Texts, social events and social practices). London. Routledge

Jones, R. & Norris, S. (2005) *Discourse in Action: Introducing Mediated Discourse Analysis* (Chapter 1: Discourse as action/discourse in action.) London: Routledge.

Marra, M and Holmes, J (2008) Constructing ethnicity in New Zealand workplace stories. *Text and Talk* 28/3 (397-419)

Roberts, C. and Sarangi, S. (2005) Theme-oriented discourse analysis of medical encounters. *Medical Education* 39 (pp632-640)

Week 8

Gumperz, J.J. (1999) On interactional sociolinguistic method. In Sarangi S. & C.Roberts (eds.) *Talk, Work and Institutional Order: Discourse in Medical, Mediation and Management Settings* (pp. 453-471). Berlin: De Gruyter.

O'Grady, C and Candlin C.N. (2007) *The nature of expert communication for the General Practice of Medicine: a discourse analytical study*. Project Report. (mimeo) Department of Linguistics, Macquarie University, Sydney.

Roberts, C. and Campbell, S (2005) Fitting stories into boxes: rhetorical and textual constraints on candidates' performances in British job interviews. *Journal of Applied Linguistics* 2,1 (pp45-72)

Smart, G. (2008) Ethnographic-based discourse analysis: uses, issues and prospects. In Bhatia, V.K., Flowerdew, J and Jones R (eds) (2008) op.cit. (pp56-66)

Young, R.F. (2008) *Language and Interaction*. (Unit A4 Discursive practices (pp 55-68) and Unit A5 Describing discursive practices (pp69-91) London. Routledge

Week 10

Firkins, A and Candlin C.N. (2006) Framing the child at risk. *Health, Risk and Society* 8,3 (pp273-293)

Goffman, E. (1999) On face-work: An analysis of ritual elements in social interaction. In N. Coupland & A. Jaworski (Eds.) *The Discourse Reader* (pp. 306-320). London. Routledge

Sarangi, S (2007) Editorial: The anatomy of interpretation: coming to terms with the analyst's paradox in professional discourse studies. *Text & Talk* 27/5 (567-584)

Tannen, D (1979) What's in a frame? Surface evidence for underlying expectations. In Freedle, R (ed) *New Directions in Discourse Processing*. Norwood, N.J. Ablex

Weeks 11 & 12

Examples of Curriculum Designs in Workplace Communication (*Note: Readings to be distributed in relation to student interests and foci*)

Online Resources

(None)

Returned by

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