



Course Specifications

Course Title:	DISCOURSE ANALYSIS
Course Code:	ENGL-414
Program:	B.A.
Department:	ENGLISH
College:	COLLEGE OF SCIENCE AND HUMANITIES, HOWTAT SUDAIR
Institution:	MAJMAAH UNIVERSITY

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A. Course Identification

1. Credit hours:			
2. Course type			
a	University <input type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: 8th level			
4. Pre-requisites for this course (if any):			
Introduction to Linguistics ENGL215			
ENGL 325 Sociolinguistics			
5. Co-requisites for this course (if any):			
NA			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	3
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description- Discourse Analysis (DA) is an interdisciplinary branch of linguistics which investigates any stretches/forms of language beyond the sentence level (in both spoken and written communication). DA also views language as 'social practice'.

This course aims to introduce students to the main theories, ideas, notions, terms and practices in Discourse Analysis. Being interdisciplinary in both content and methodology, topics of Discourse Analysis vary considerably: Discourse, Text, Communication Constraints (both system and ritual constraints), Power and Solidarity, Identity, Gender, Discourse and Culture, Voice and Ideology, Stereotyping/Political Correctness, Code-switching and Negotiation of meaning, Critical Discourse Analysis (CDA), Contextual features and text

analysis, Schemata , Stylistics, Discourse and Pragmatics (Implicature), co-textual relations, Intertextuality, etc. Critical thinking , open-mindedness, project and research techniques are among the most expected learning outcomes of the course . In addition, students are expected to think deeply about language and textual phenomenon and use that knowledge creatively to help them analyze texts (both fictional and expository) and various other communication events/encounters such as : formal/informal chat, online chat & SMS, sports commentary , doctor-patient conversation, TV debates, etc.

Discourse lends itself easily to a multi-teaching strategy that combines : lecturing, group discussions and seminars, field work/research projects, corpus-based tasks, etc.

Instructors are encouraged to adopt a multi-faceted method of assessment that combines: test(s), quizzes, written/spoken assignments, response papers, project work, etc.

2. Course Main Objective-

By the end of the course, students are expected to:

1. Grasp the key ideas, concepts, issues, theories and approaches of Discourse Analysis and Discourse Studies.
 2. Show understanding of the complexity and multi-layeredness of Discourse (the influence inherent role of power, ideology, culture, bias, etc., in shaping spoken and written discourse).
 3. Gain a deep insight into the relationships between Discourse and Gender, Discourse and Identity, Discourse and Communication, Discourse and Pragmatics, etc. (be able to outline and discuss the tenets of these relationships)
 4. Discuss the strong, dynamic and dialectical relationship between language and society (i.e. language as social practice).
 5. Reflect on the role of Schema (Background Knowledge Structures) in understanding and interacting with Language/Discourse.
 6. Discuss the dynamics of Intertextuality in shaping and reshaping text and discourse.
 7. Explain and discuss Hall's theory of the differences High-context and Low-context Cultures.
 8. Distinguish between Sentence, Text and Discourse (and between Speech Community and Discourse Community).
- Conduct a term project on an assigned or self-selected topic in Discourse Analysis.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Outline the main tenets, principles, methods and strategies in the fields of English Language and Literature, Linguistics and Translation.	K1
1.2	Exhibit (by writing or speaking) basic knowledge of Discourse and Textual Analysis.	K5
1.3		
1..		
2	Skills :	
2.1	Apply the principles and methods of evaluation from different resources in the domains of English language, Linguistics, Literary Criticism and Translation.	S1
2.2	Use critical thinking skills, problem-solving techniques and strategies in all the fields outlined in (S1).	S2
2.3		
2..		
3	Values:	
3.1	Act responsibly and judiciously in both professional career and personal interrelationship making use of knowledge and experience gained from programme.	C1
3.2		
3.3		
3..		

C. Course Content

No	List of Topics	Contact Hours
1	Course Orientation	2
2	Concepts in Discourse Analysis (definitions, concepts, scope, methodology, etc.). In particular: power, ideology, bias, the unsaid, construction, etc.). Critical Discourse Analysis	6
3	Discourse and Identity (traditional vs. modern concepts of identities).	2

4	Discourse and Gender (the three approaches: Deficit, Dominance and Difference)	۳
5	Discourse and Culture: High-context vs. Low-context Cultures, Speech Community, Discourse Community and Community of Practice, Language and Thought (Whorfian hypothesis).	۳
6	Discourse and Communication (Models of Communication: Aristotle, Jakobson and Dell Hymes).	۶
۷	Discourse and Pragmatics (Speech Acts vs. Discourse Acts) Implicature	۳
۸	Intertextuality and Discourse Discourse and Stylistics	۳
۹	Schema Theory and Background knowledge (Accretation, Tuning and Restructuring)	۳
۱۰	Practical Discourse Analysis (e.g. News Discourse, Sports Commentary, Classroom Discourse, Body Language/Sign Language, Cookery Discourse, Public Speech, etc.)	۳
۱۱	Project Presentation and Discussion (students divided into groups and required to conduct a term project on Discourse Analysis; including a presentation and report)	۳
۱۲	Revisions, Midterm and finals	۶
Total		۴۰

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Discuss the dynamics of Intertextuality in shaping and reshaping texts and discourses.	Lectures Class discussion	Exams Presentation Quizzes Participation
1.2	Distinguish between Sentence, Text and Discourse (and between Speech Community and Discourse Community).	Lectures Class discussion	Exams Presentation Quizzes Participation
...			
2.0	Skills		
2.1	Talk and write about the complexity of identities and their linguistic	Lectures Class discussion	Exams Presentation Quizzes Participation

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	representations and manifestations.		
2.2			
...			
3.0	Values		
3.1	Compare and contrast the following: High-context vs. Low-context cultures; sentence, text and discourse; different types and strategies of schemata, etc.).	Lectures Class discussion	Exams Presentation Quizzes Participation
3.2	Develop a set of research skills in the context of Discourse and Discourse Studies (Project).	Lectures Class discussion	Exams Presentation Quizzes Participation
...			

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm exam	9	30
2	Quizzes	All along	10
3	Participation	All along	10
4	Presentation	All along	10
5	Final exam	17	40
6			
7			
8			

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Always available at the academic hours

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Paltridge, Brian. Discourse Analysis (2 nd edition). Bloomsbury, 2012
Essential References Materials	Deborah Tannen, Heidi E. Hamilton, Deborah Schiffrin The Handbook of Discourse Analysis, Wiley Blackwell, 2015
Electronic Materials	https://routledge-textbooks.com/textbooks/_author/9780415610001-jones/section-b.php https://methods.sagepub.com/video/an-introduction-to-discourse-analysis-tuto
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	All are well equipped
Technology Resources (AV, data show, Smart Board, software, etc.)	All are well equipped
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	All are well equipped

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for obtaining student feedback on effectiveness of teaching	The instructor/the department	1. Midterm evaluation feedback form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<p>of students and teacher regarding what went well and what could have gone better</p> <p>4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the department and the instructor being evaluated</p>
Other strategies for evaluation	The program/the department	<p>1. Exchanged instructor (peer) visits encouraged by the department.</p> <p>2. Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.</p> <p>3. An end-of-the-term course report required by the department Quality Unit.</p>
Processes for Improvement of Teaching	The department	<p>1. Workshops and seminars (both inside and outside the department).</p> <p>2. A set of strategies to ensure variability, up datedness and flexibility of materials.</p>

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department Board/Council; Academic Board and Committee for Course/Curricula Development
Reference No.	Υ
Date	1441/4/20