



Course Specifications

Course Title:	Discourse Analysis
Course Code:	ENGL. 414
Program:	B.A. English
Department:	English
College:	Science and Humanities in Rumah
Institution:	Majmaah University



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A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University <input checked="" type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered: Level 8			
4. Pre-requisites for this course (if any): - Introduction to Linguistics ENGL 215 - Sociolinguistics ENGL 325			
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	30	77.2%
2	Blended	15	22.8%
3	E-learning	0	0 %
4	Distance learning	0	0 %
5	Other	0	0 %

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	15
3	Tutorial	0
4	Others (specify)	0
	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

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).
9. 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	Identify main ideas, concepts, terms, etc., relevant to Discourse Analysis and Discourse Studies.	K1
1.2	List major features of the relationship between discourse practices and socio-cultural practices.	K2
1.3	Define concepts such as: power, ideology, the unsaid, gender, high-context, low-context, intertextuality, etc..	K3
2	Skills :	
2.1	Discuss key issues of language and gender, discourse and identity, discourse and communication.	S1
2.2	Compare and contrast High-context with Low-context cultures; Aristotle's traditional model of communication with some more modern models: Jakobson's and Dell Hymes' models; Speech Community, Discourse Community, and Community of Practice. Comparing and contrasting other issues in Discourse Analysis (Accretation, Tuning and Restructuring).	S2
2.3	Talk about intertextuality and analyze texts to find out cases of intertextuality. Recognising intertextuality would help students have a deep insight into texts and textuality.	S3
2.4	Develop a few research skills in the context of Discourse Analysis (writing a research summary/response-paper on a given topic).	S4
3	Values:	
3.1	Developing team work skills from their work on project and group discussions/presentations.	V1
3.2	Gaining time management, stress management and other soft skills from their work on project, assignments, presentations and other tasks.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Course Orientation	3
2	Key Concepts in Discourse Analysis (definitions, concepts, scope, methodology, etc.). In particular: power, ideology, bias, the unsaid, construction, etc.). Critical Discourse Analysis	3
3	Discourse and Identity (traditional vs. modern concepts of identities).	3
4	Discourse and Gender(the three approaches: Deficit, Dominance and Difference)	3
5	Discourse and Culture: High-context vs. Low-context Cultures, Speech Community, Discourse Community and Community of Practice.	6
6	Discourse and Communication (Models of Communication: Aristotle, Jakobson and Dell Hymes).	6
7	Discourse and Pragmatics (Speech Acts vs. Discourse Acts) Implicature	3
8	Intertextuality and Discourse Discourse and Stylistics	3

9	Schema Theory and Background knowledge(Accretion, Tuning and Restructuring)	3
10	Practical Discourse Analysis(e.g. News Discourse, Sports Commentary, Classroom Discourse, Body Language, Cookery Discourse, Advertising, etc.)	3
11	Project Presentation and Discussion (students divided into groups and required to conduct a term project on Discourse Analysis; including a presentation and report)	6
12	An Overall Review/Revision + Final Exam.	3
Total		

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	Identify main ideas, concepts, terms, etc., relevant to Discourse Analysis and Discourse Studies.	Lecturing & Discussion	Post-class quiz and discussion+ mid & final exams.
1.2	List major features of the relationship between discourse practices and socio-cultural practices.	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
1.3	Define concepts such as: power, ideology, the unsaid, gender, high-context, low-context, intertextuality, etc..	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
2.0	Skills		
2.1	Discuss key issues of language and gender, discourse and identity, discourse and communication.	Lecturing , Discussion, Student data projector presentation.	A task /quiz involving getting students to write/talk about Language and gender (e.g. if it is essential or socially-constructed).
2.2	Compare and contrast High-context with Low-context cultures; Aristotle's traditional model of communication with some more modern models: Jakobson's and Dell Hymes' models; Speech Community, Discourse Community, and Community of Practice. Comparing and contrasting other issues in Discourse Analysis (Accretation, Tuning and Restructuring).	Mixed methods, lecturing, class discussion, individual and class tasks. (getting them to research and write on background knowledge structures, etc.)	A task involving getting students to research compare and contrast different models of communication)
2.3	Talk about intertextuality and analyze texts to find out cases of	Lecturing & Class Discussion.	Response paper- a task involving

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	intertextuality. Recognising intertextuality would help students have a deep insight into texts and textuality.		finding out instances of Intertextuality)
2.4	Develop a few research skills in the context of Discourse Analysis (writing a research summary/response-paper on a given topic).	Lecturing & Class Discussion	Post-class quiz
3.0	Values		
3.1	Developing team work skills from their work on project and group discussions/presentations.	Task-based teaching	Checking if tasks are completed successfully and in time.
3.2	Gaining time management, stress management and other soft skills from their work on project, assignments, presentations and other tasks.	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm(s)	6 & 12	30%
2	Assignments and participation	All the way through	10%
3	Projects/ papers/ presentations/ reflections	All the way through	20%
4	Final Exam		40%
5			

*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:

- Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> Johnstone, Barabara. (2018). Discourse Analysis (3rd edition). London": Wiley Blackwell. Widdowson, H.G. (2004). Discourse Analysis. Oxford: Oxford University Press. Paltridge, Brian. (2012). Discourse Analysis (2nd edition). London: Bloomsbury.
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	Web-based materials collated from various sources.
Essential References Materials	<ul style="list-style-type: none"> Gee, James Paul. (2014). An Introduction to Discourse Analysis: Theory and Method (4th edition). London: Routledge. Fairclough, Norman. (2011/2013). Language and Power (2nd edition). London: Routledge
Electronic Materials	<ul style="list-style-type: none"> www.sparknotes.com www.endnotes.com
Other Learning Materials	<ul style="list-style-type: none"> Van Dijk's Journals of Discourse Studies. Any other recognized journals or websites in Discourse Analysis/Critical Discourse Analysis/Discourse Studies.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> Enough space is available at college for accommodating the students: Lecture rooms can accommodate up to 50 students. Laboratories accommodate up to 32 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> Smart Boards, digital podiums and Internet facilities are available in the classrooms. Well -equipped language labs are available at the college for students during practical lectures.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> Current resources are sufficient.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Instructors and coordinators	<p>#A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.</p> <p>#A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.</p> <p># A "Program evaluation" questionnaire done by the students at the end of each term.</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 Council.
Reference No.	Department Council Meeting No.3
Date	7-2-1442 H

