**National Commission for Academic Accreditation & Assessment**

**Course Specification**

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| Institution: **Majmaah University** |
| College/Department : **Az-Zulfi Faculty of Education** |

**A Course Identification and General Information**

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| 1. Course title and code: **Discourse Analysis – ENG 418** |
| 2. Credit hours: **3 hours** |
| 3. Program(s) in which the course is offered.(If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course: **Mahmoud Ahmed Fikri Megahed** |
| 5. Level/year at which this course is offered: **level 7** |
| 6. Pre-requisites for this course (if any) introduction to Linguistics – **ENG 223** |
| 7. Co-requisites for this course (if any) |
| 8. Location if not on main campus  **Zulfi** |

**B. Objectives**

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| 1. Summary of the main learning outcomes for students enrolled in the course.  The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:   1. demonstrate understanding of principles underlying coherent interaction in discourse (Analysis: Transcription and annotated text) 2. articulate critical elements in the conduct of spoken and written research (Analysis: Transcription and annotated text) 3. Generate a conceptually based viewpoint about participant identity in the context of discourse analysis and pragmatic understanding in research (Critical essay) |
| 2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)  This course timetable is a guide only and can be changed at a short notice at any period during the course. Please consult your e-mails and the course website regularly for any changes. |

**C. Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

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| 1 Topics to be Covered | | |
| List of Topics | No of  Weeks | Contacthours |
| Introduction to the course. Discourse as a Theory (Part 1): what is ‘discourse’; ‘tribes and sub-tribes’ of discourse analysis | 1 | 3 |
| Discourse as a Theory (Part 2): what is ‘discourse’; ‘tribes and sub-tribes’ of discourse analysis | 2 | 3 |
| Starting Discourse Analysis (Part 1): Data collection; coding and transcribing\* | 3 | 3 |
| Starting Discourse Analysis (Part 2): Research ethics and reflexivity of research | 4 | 3 |
| Discourse as a Resource (Part 1): Structural; inferential; contextual and relational discursive resources | 5 | 3 |
| Discourse as a Resource (Part 2): Structural; inferential; contextual and relational discursive resources | 6 | 3 |
| Discourses Around Us (Part 1): analysing ‘ordinary conversations’ and other common discourses | 7 | 3 |
| Discourses Around Us (Part 2): analyzing ‘ordinary conversations’ and other common discourses | 8 | 3 |
| Discourses Around Us (Part 3): analyzing ‘ordinary conversations’ and other common discourses | 9 | 3 |
| Discourse Across Disciplinary Boundaries (Part 1): analyzing healthcare and business discourses; politics and law | 10 | 3 |
| Discourse Across Disciplinary Boundaries (Part 2): analyzing healthcare and business discourses; politics and law | 11 | 3 |

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| 2 Course components (total contact hours per semester): | | | | |
| Lecture:  1- Data collection; coding and transcribing; Research ethics and reflexivity of research.  2- Discursive resources: structural; inferential; contextual and relational.  3- Analyzing discourses around us | Tutorial:  Three small group meetings have been planned for the course. The objective of these meetings is to facilitate the analysis of your data for the final assignment. The tutorials will focus on: | Laboratory | Practical/Field work/Internship | Other: |

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| 3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week) |

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| 4. Development of Learning Outcomes in Domains of Learning  For each of the domains of learning shown below indicate:   * A brief summary of the knowledge or skill the course is intended to develop; * A description of the teaching strategies to be used in the course to develop that knowledge or skill; * The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned. |
| **a. Knowledge** |
| (i) Description of the knowledge to be acquired  1. demonstrate understanding of principles underlying coherent interaction in discourse (Analysis: Transcription and annotated text)  2. articulate critical elements in the conduct of spoken and written research (Analysis: Transcription and annotated text) |
| (ii) Teaching strategies to be used to develop that knowledge  Lectures, and discussion as well as Reading some Research articles about Discourse Analysis |
| (iii) Methods of assessment of knowledge acquired  Presentations and group works to do discourse analysis of different texts |
| **b. Cognitive Skills** |
| (i) Description of cognitive skills to be developed   1. **The ability to analyse texts formation** 2. **Ability to understand different language forms** |
| (ii) Teaching strategies to be used to develop these cognitive skills  **1. Lectures by teaching students how to study and analyze data critically**  **2. Class work, discussion and activities by enabling them to think independently and engage in group discussions** |
| (iii) Methods of assessment of students cognitive skills   1. **Quizzes, mid-term exam, and final exam** |
| **c. Interpersonal Skills and Responsibility** |
| (i) Description of the interpersonal skills and capacity to carry responsibility to be developed  Students' interaction and team work skills |
| (ii) Teaching strategies to be used to develop these skills and abilities  Group work and Group projects to analyse different texts |
| (iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility  Observation and presentation |
| **d. Communication, Information Technology and Numerical Skills** |
| (i) Description of the skills to be developed in this domain.  Students will require access to e-mail and have Internet access to UConnect for this course. |
| (ii) Teaching strategies to be used to develop these skills  Encouraging students to use web-based materials |
| (iii) Methods of assessment of students numerical and communication skills  Marks are assigned for students' communications and use of the web |
| **e. Psychomotor Skills (if applicable)** |
| 1. Description of the psychomotor skills to be developed and the level of performance required   N/A |
| 1. Teaching strategies to be used to develop these skills.   N/A |

**D. Student Support**

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| 1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  Academic advising and office hours |

##### E Learning Resources

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| 1. Required Text(s)   1- Blommaert, J 2006, Discourse, Cambridge University Press, Cambridge.  2- Georgakopoulou, A., & Goutsos, D 2005, Discourse analysis: an introduction, 2nd edn, Edinburgh University Press, Edinburgh. |
| 2. Essential References   * 1. Johnstone, B 2008, Discourse analysis, 2nd edn, Blackwell Publishing, Malden, MA.   2. Rapley, T 2007, Doing conversation, discourse and document analysis, Sage, Los Angeles. |
| 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) |
| 4-.Electronic Materials, Web Sites etc   * Rapley, T 2007, *Doing conversation, discourse and document analysis*, Sage, Los Angeles. |
| 5- Other learning material such as computer-based programs/CD, professional standards/regulations |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.) |
| 1. Accommodation (Lecture rooms, laboratories, etc.)  Lecture rooms |
| 2. Computing resources  Available |
| 3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) |

**G Course Evaluation and Improvement Processes**

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  Questionnaires |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department  Assessment by the colleagues regarding different teaching techniques and methodologies |
| 3 Processes for Improvement of Teaching  Discussion with other scholars in the department and international colleagues through email |
| 1. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   Comparison of the course contents and teaching strategies with other national and international universities |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  The course contents are periodically updated based on recent research and publications in the field. Further, opinion of the international experts can be sought time to time to bring required changes in the content |