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| Institution : | University College of Science and Humanities at Hotat Sudair, Majmaah University | |
| Academic Department : | English | |
| Programme : | B.A English | |
| Course title and code: | Discourse analysis ( ENG-418) | |
| Specification Approved Date : : 17/11/17 | |  |

Course Specifications

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| **Institution**: Majmaah University | **Date**: 17/11/17 |
| **College/Department :** University College of Science and Humanities at Hotat Sudair | |

**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. B. A in English  (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course Dr. Sheeba Sardar Ali |
| 5. Level/year at which this course is offered: Level-7 |
| 6. Pre-requisites for this course (if any): ENG-223 |
| 7. Co-requisites for this course (if any): NONE |
| 8. Location if not on main campus: College of Sciences and Humanities ( Hautat Sudair ) |
| 9. Mode of Instruction (mark all that apply):  50%  a. traditional classroom What percentage?  40%  b. blended (traditional and online) What percentage?  10%  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  **Comments** |

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| 1. What is the main purpose for this course?  This course aims to introduce students to the main theories, terms and practices in Discourse Analysis by-   * Introducing learners a detailed investigation of Discourse Analysis. * Enabling them to critically analyze texts, ideology and complexity of meaning. * Developing ideas to differentiate between text and discourse and realize the various ways in which discourse work. * Enabling them to grasp the complex relationship between discourse and communication, grammar, style, culture, schemata etc. * Enhancing their critical thinking about the various interfaces about the language (as language and society, social structure etc. ) |

**B . Objectives:**

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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   * The teaching strategy is based on the application of the syntactic and semantic competences of the students to any type of text. * lecturing, group discussions * field work/research projects, * corpus-based tasks, etc. |

**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

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| Course Description:   * This course aims to introduce students to the main theories, ideas, notions, terms and practices in Discourse Analysis. * 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'. * Topics of Discourse Analysis vary considerably : Discourse , Text , Communication Constraints (both system and ritual constraints),Power and Solidarity , Voice and Ideology, Stereotyping/Political Correctness, Code-switching and Negotiation of meaning, * 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. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Course introduction | 1 | 3 |
| What is Discourse and Discourse Analysis/Critical Discourse Analysis/Discourse Studies? Key Ideas, Concepts, Theories and Approaches of Discourse Analysis/Studies. | 2 | 6 |
| Sentence, Text and Discourse (also concepts such as "utterance" ( comparison and contrast between all these terms) | 1 | 3 |
| Discourse and Communication (Models of Communication: Classical/One-way- Interactive- Multi-sided Models), Speech Event, Speech Community vs. Discourse Community, etc. | 2 | 6 |
| Discourse and Context ( The various aspects of Context and Context of Situation).. references should be made to Malinowski's Phatic Communion/Communication, Skinner, Halliday's ( co-text), etc. | 2 | 6 |
| Discourse and Meaning-Making (complexity of meaning, negotiation of meaning, Schemata, (systemic meaning vs. schematic meaning, bias, ideology, etc.) | 1 | 3 |
| Stereotyping/Stereotypes, Political Correctness  Discourse and Literary Texts ( Impact of reading on making meaning of a 2text), Style & Stylistics ( Foregrounding, Norm & Deviation), ), Reader-Response , Intertextuality , Open-texts vs. Closed-texts, writer's voice, etc | 2 | 6 |
| Discourse and Logic ( fallacies)/ Discourse and Grammar | 1 | 3 |
| Conversation Analysis (turn-taking, topic formation, topic maintenance , conflict and shift, interruptions, Goffman's Systemic norms and Ritual Norms/rules of conversation, etc) | 3 | 9 |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planned** | **45** |  |  |  |  | **45** |
| **Actual** | **45** |  |  |  |  | **45** |
| **Credit** | **Planned** | **3** |  |  |  |  | **3** |
| **Actual** | **3** |  |  |  |  | **3** |

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| 3. Additional private study/learning hours expected for students per week.  NIL |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy | | | |
| **On the table below are the five NQF Learning Domains, numbered in the left column.**  **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) | | | |
| **Code**  **#** | **NQF**  **Learning Domains and Learning Outcomes** | **Course Teaching Methods** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| **1.1** | List out the key issues, methods , idea and issues in Discourse Analysis | Lecturing, Group discussion | Assignments |
| **1.2** | To differentiate various methods in literary text. | Lecturing, providing extra examples | Response papers,Home assignments |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | To enlist the pragmatic meanings of sentences and phrases within a specific context | Presentation, lecturing | Written exams, Assignments, Quizzes |
| **2.2** | To recognize misunderstanding in cross-cultural communication. | Lecturing and discuss some literary text with literary devices. | Pop-up quizzes, project work. |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | To analyze literary text using stylistic devices | Lecturing , Task based | Tests , assignments |
| **3.2** | To correlate complex relationship between discourse and communication, context, grammar, style, schema etc. | Lecturing, discussion Task Based strategy | Quiz , classroom participation, online assignments |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | To demonstrate their writing ability through exams and assignments. | Lecture ,presentation | Playing games, participation in class discussion |
| **4.2** | To use discourse analysis terminology in communication inside and outside the classroom | Through lecture varying the contexts of reading( formal and informal) | Studying excerpts from academic as well as non-academic writing analyze it as assignments. |
| **5.0** | **Psychomotor** | | |
| **5.1** | NA |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** | | | |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | Mid-term 1 | 6 | 20 |
| **2** | Mid-term 2 | 11 | 20 |
| **3** | Quizzes | 10-11 | 5 |
| **4** | Assignments and/or Presentations | 12-13 | 10 |
| **5** | Participation | 13-14 | 5 |
| **6** | Final Exam | 15 | 40 |
| **7** |  |  |  |
| **8** |  |  |  |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  Sunday-8:30 -9:30  Monday- -do-  Tuesday -do-  Thursday- -do- |

**E. Learning Resources**

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| 1. List Required Textbooks   * + Critical Discourse Analysis: Theory and Interdisciplinary by Gilbert Weiss and Ruth Wodak   + Discourse Analysis: an Introduction by Brian Paltridge. |
| 2. List Essential References Materials (Journals, Reports, etc.)   * + McCarthy, M. (1991). Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press * Schiffrin, D., Tannen, D., & Hamilton, H. (2001). The Handbook of Discourse Analysis. Malden, MA: Blackwell Publishers. * Schiffrin, D. (2005). Approaches to Discourse: Language as Social Interaction. Malden, MA: Blackwell Publisher. |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   * http://diskurs.hum.aau.dk/english/discourse.htm * http://changingminds.org/explanations/theories/speech\_act.htm * http://exchanges.state.gov/education/engteaching/pragmatics.htm * http://www.teaching-english-in-japan.net/directory/cat/148 |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.   * NONE |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)   * Lecture rooms well equipped with teaching aids. |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   * Language labs   + Library   + Conference hall |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)   * + Laptop computer   + Multimedia projector system   + Computer lab |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   * Library should be maintained with more books and journals to help students to create learning atmosphere. |

**G . Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   * Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class. * End of term college evaluation of course by students ( to be collected by the department) * End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better. |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department   * Peer evaluation to asses ability of faculty members to work with their colleagues * Class observations by supervisors |
| 3. Processes for Improvement of Teaching   * Training sessions * Workshops to facilitate the exchange of experiences amongst faculty members * Regular meetings where problems are discussed and solutions are given * Discussion of challenges in the classroom with colleagues and supervisors * Encouragement of faculty members to attend professional development conferences6. Keep up to date with pedagogical theory and practice * Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| 4. Processes for Verifying Standards of Student Achievement (e.g. 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)   * Check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another. |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   * 1. Compare syllabi and course description with other universities (including those on the net) * 2. Bi-annual meetings of faculty members to discuss improvement * 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**Name of Course Instructor: Dr. Sheeba Sardar Ali**

**Signature: Sheeba Date Specification Completed: 16/11/17**

**Program Coordinator: Dr. Murad Al.Shboul**

**Signature: ………………………….. Date Received: ………………………………......**