THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Spoken and Written Discourse
Course Code	:	ENG3340
Department	:	Department of Linguistics and Modern Language Studies (LML)
Credit Point	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Level	:	3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course introduces students to the key concepts, approaches and frameworks, and relevant tools in discourse analysis. Examples of authentic spoken and written texts from a variety of genres and situations including classroom and education settings will be used to demonstrate how meaning is organized and conveyed in human communication.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$ Demonstrate a clear understanding of the key concepts in discourse analysis (e.g., function and form, text and context in communication) and different discourse analysis approaches (e.g., conversational analysis, genre analysis)

CILO$_2$ Demonstrate a critical awareness of different genre types in both spoken and written discourse;

CILO$_3$ Use appropriate corpus tools for studying discourse features of spoken and written texts; and

CILO$_4$ Synthesize the knowledge attained in the course and apply it for enhancing communicative effectiveness such as in classroom interaction.

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

CILLO$_1$ Construct a range of texts in an organized and coherent way; and be able to use the course's metalanguage appropriately in context.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Introduction to discourse and discourse studies ➢ Scope of discourse studies ➢ Function and form of language ➢ Social-cultural context of communication	*CILO$_{1,2}$* *CILLO$_1$*	Lecture, seminar, group work, student presentations, online learning activities.
● Spoken discourse ➢ Discourse features in spoken language: Cooperation and conversation implicature, presupposition, speech acts, politeness, turn-taking, transcription of spoken data	*CILO$_{1,2,4}$* *CILLO$_1$*	Lecture, seminar, group work, student presentations, online learning activities.

	CILO	Teaching/Learning

● Written discourse
  ➢ Comparison between written discourse and spoken discourse
  ➢ Genre analysis
  ➢ Discourse and grammar: Coherence, cohesion, Theme-Rheme, Lexical semantics, etc.
	$CILO_{1,2\ \&\ 4}$
	$CILLO_1$
		Lecture, seminar, group work, student presentations, online learning activities.

● Corpus approaches to discourse studies
  ➢ Concepts in corpus linguistics relevant to discourse analysis – type-token ratio, collocation, n-gram, etc.
  ➢ Introduction of corpus tools for discourse analysis
  ➢ Introduction of some major corpora for discourse analysis
	$CILO_{3,4}$
	$CILLO_1$
		Lecture, seminar, group work, student presentations, online learning activities.

● Discourse analysis in different settings ➢ Cross-cultural comparisons, classroom discourse and multi-modal discourses	$CILO_{1,2\ \&\ 4}$ $CILLO_1$	Lecture, seminar, group work, student presentations, online learning activities.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) A collaboration work involving 2 or 3 students: Use corpus linguistics tools (such as AntConc, WordSmith) to compare and analyze some linguistic features (e.g. type-token ratio, lexical density, etc.) in spoken and written discourses collected by the students. The word limit is 750.	50%	$CILO_{1,2,3\ \&\ 4}$ $CILLO_1$
(b) A final examination on the discussion and application of concepts in Discourse Analysis.	50%	$CILO_{1,2,3\ \&\ 4}$ $CILLO_1$

6. Required Text(s)

Paltridge, B. (2012). *Discourse analysis* (2nd ed.). London: Continuum.

7. Recommended Readings

Baker, P. (2006). *Using corpora in discourse analysis*. London: Continuum.
Biber, D., & Conrad, S. (2009). *Register, genre, and style*. Cambridge: Cambridge University Press.

Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge: Cambridge University Press.

Brown, G., & Yule, G. (2013). *Discourse analysis*. Cambridge: Cambridge University Press.

Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage.* Cambridge: Cambridge University Press.

Cummings, L. (2005). *Pragmatics: A multidisciplinary perspective*. Mahwah, NJ: Lawrence Erlbaum and Associates.

Cutting, J. (2008). *Pragmatics and discourse*. London: Routledge.

Gee, J. P. (2017). *Introducing discourse analysis: From grammar to society*. London: Routledge.

Gee, J. P., & Hanford, M. (Eds.). (2012). *The Routledge handbook of discourse analysis*. London: Routledge.

Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.

Horn, L. R., & Ward, G. (2006). *The handbook of pragmatics.* Oxford: Blackwell.

Johnstone, B. (2018). *Discourse analysis* (3rd ed.). Oxford: Blackwell.

Jones, R. (2018). *Discourse analysis: A resource book for students* (2nd ed.). London: Routledge.

Markee, N. (Ed.). (2019). *The handbook of classroom discourse and interaction.* New York: Wiley.Mey, J. L. (2001). *Pragmatics: An introduction* (2nd ed.). Oxford: Blackwell.

Rapley, T. (2018). *Doing conversation, discourse and document analysis* (2nd ed.). London: Sage.

Rymes, B. (2015). *Classroom discourse analysis: A tool for critical reflection* (2nd ed.). London: Routledge.

Schiffrin, D., Tannen, D., & Heidi, E. (Eds.). (2001). *The handbook of discourse analysis*. Malden, MA: Blackwell.

Tannen, D. (2018). *Handbook of discourse analysis* (2nd ed.). New York: Blackwell.

Tannen, D. (1987). *Discourse markers*. Cambridge: Cambridge University Press.

Thomas, J., & Short, M. (Eds.). (1996). *Using corpora for language research*. London: Longman.

Walsh, S. (2013). *Classroom discourse and teacher development*. Edinburgh: Edinburgh University Press.Waring, H. Z. (2017). *Discourse analysis: The questions discourse analysts ask and how they answer them*. London: Routledge.

Yule, G. (1996). *Pragmatics.* Oxford: Oxford University Press.

8. Related Web Resources

American National Corpus (ANC):
http://www.americannationalcorpus.org/#
BRITISH NATIONAL CORPUS (BNC):
http://www.natcorp.ox.ac.uk/
Corpus of Contemporary American English (COCA):
http://corpus.byu.edu/coca/x.asp?w=1280&h=720
CORPUS.BYU.EDU:
http://corpus.byu.edu/corpora.asp
Hong Kong Corpus of Spoken English:
http://rcpce.engl.polyu.edu.hk/HKCSE/

Michigan Corpus of Academic Spoken English (MICASE):
http://micase.elicorpora.info/
SCRIBE - Spoken Corpus of British English:
http://www.phon.ucl.ac.uk/resource/scribe/
The Santa Barbara Corpus of Spoken American English:
http://www.linguistics.ucsb.edu/research/sbcorpus.html

9. Related Journals

Classroom Discourse
Discourse and Communication
Discourse and Society
Discourse Processes
Discourse Studies
ELT Journal
Intercultural Pragmatics
Journal of Pragmatics
RELC Journal
Text

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

11. Others

Nil

16 January 2019