



Course Specification

(Bachelor)

Course Title: Discourse Analysis

Course Code: ENG3258-2

Program: Bachelor of Arts in English

Department: Department of English

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026

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A. General information about the course:

1. Course Identification

1. Credit hours: (2)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 6 – Year 3)

4. Course General Description:

Discourse Analysis (ENG3258-2) is a course that introduces students to the study of discourse and its central role in shaping language and communication. The course begins by defining discourse and examining its key features, introducing students to foundational concepts such as context, language choice, and meaning-making. Students explore how discourse is structured through thematic and information organization, cohesion, and coherence, and how these structures influence interpretation. Building on these foundations, the course integrates perspectives from semantics and pragmatics to demonstrate how meaning is constructed, negotiated, and understood within social and cultural contexts. Students also investigate metaphor as a tool for uncovering conceptual frameworks embedded within language.

By the end of the course, students will be able to apply theoretical concepts and analytical methods to interpret real-world language use with clarity, accuracy, and critical insight.

5. Pre-requirements for this course (if any):

ENG2351-3 Introduction to Applied Linguistics

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

The Discourse Analysis (ENG3258-2) course aims to:

- Introduce students to the fundamental concepts and key features of discourse and discourse analysis.
- Develop understanding of the relationship between language, context, and meaning in communication.
- Familiarize students with major components of discourse organization, including thematic structure, cohesion, and coherence.
- Build students' ability to apply basic analytical techniques such as text and speech analysis, and metaphor analysis.
- Provide practice in interpreting meaning through semantics and metaphors in real discourse examples.



- Encourage independent and collaborative analysis through the use of corpus tools and small-scale discourse projects.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning	-	-
3	Hybrid - Traditional classroom - E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
Total		30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify fundamental concepts, key features, and core terminology of discourse and discourse analysis.	K2	- Interactive lectures with examples from real discourse - Guided reading and analysis of sample texts - Think-pair-share activities focused on identifying features - Short instructor-led demonstrations	- Quiz 1(=5 marks) - Midterm exam(= 30 marks)



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			of discourse structures	
1.2	Describe the relationship between language, context, and meaning in spoken and written discourse.	K1	- Interactive lectures with examples from real discourse - Guided reading and analysis of sample texts - Think-pair-share activities focused on identifying features - Short instructor-led demonstrations of discourse structures	- Quiz 1(=5 marks) - Assignment 1(=5 marks) - Midterm exam(= 30 marks)
1.3	Recognize major components of discourse organization, including thematic structure, cohesion, and coherence.	K2	- Interactive lectures with examples from real discourse - Guided reading and analysis of sample texts - Think-pair-share activities focused on identifying features - Short instructor-led demonstrations of discourse structures	- Quiz 1 : (=5 marks) - Assignment 1 (=5 marks) - Midterm exam(= 30 marks)
2.0	• Skills			
2.1	Apply basic analytical techniques—such as conversation analysis, narrative structure, and transitivity—to examine real discourse samples.	S5	- Hands-on analysis workshops - Group and pair analysis of spoken and written data - Use of corpus linguistics tools (e.g., AntConc) in lab sessions	- Assignment1 (=5 marks) - Corpus-based mini-project = 20 marks - Final exam (= 40 marks)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			• Mini-projects involving real discourse samples • Instructor feedback on analytical tasks •	
2.2	Interpret meaning in discourse through the use of semantics and metaphor analysis.	S7	• Hands-on analysis workshops • Group and pair analysis of spoken and written data • Use of corpus linguistics tools (e.g., AntConc) in lab sessions • Mini-projects involving real discourse samples • Instructor feedback on analytical tasks	• Quiz 1 (=5 marks) • Corpus-based mini-project = 20 marks • Final exam (= 40 marks)
2.3	Use corpus linguistics tools to conduct a small-scale discourse analysis project.	S2	• Hands-on analysis workshops • Group and pair analysis of spoken and written data • Use of corpus linguistics tools (e.g., AntConc) in lab sessions • Mini-projects involving real discourse samples • Instructor feedback on analytical tasks •	• Assignment 1 (=5 marks) • Corpus-based mini-project = 20 marks • Final exam (= 40 marks)
3.0	Values, autonomy, and responsibility			





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.1	Demonstrate responsibility and active participation during collaborative and group-based analysis tasks.	V1	• Collaborative group tasks • Peer review and group discussion • Reflective tasks promoting learner autonomy • Encouraging independent data collection for the mini-project	• Participation and group-work evaluation
3.2	Show autonomy in applying discourse analysis techniques to new and authentic data beyond classroom examples.	V2	• Collaborative group tasks • Peer review and group discussion • Reflective tasks promoting learner autonomy • Encouraging independent data collection for the mini-project	• Teacher observation and students self-report

C. Course Content

No	List of Topics	Contact Hours
1.	Discourse analysis: an overview	1
2.	Discourse: language, context, and choice (Chapter 1)	4
3.	Cohesion and Coherence in Discourse (Chapter 3)	4
4.	Analysing meaning in discourse: semantics (Chapter 5)	4
5.	Metaphors and metonymies in discourse: (Chapter 8)	4
6.	Corpus Linguistics: concepts and tools (Chapter 11)	4
7	Doing a small project in discourse analysis: Chapter (12)	9
Total		30





D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	Weeks 4	5%
2.	Assignment 1	Weeks 6	5%
3.	Corpus-based mini-project	Week 11	20%
5.	Midterm Exam	Week 8	30%
6.	Final Exam	Week 16	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Canning, P., & Walker, B. (2024). <i>Discourse analysis: A Practical Introduction</i> . Taylor & Francis. (Selected chapters, 1, 3, 5, 8, 11 & 12).
Essential References	Fairclough, N. (2003). <i>Analysing Discourse</i> . Routledge.
	Fairclough, N. & Fairclough, I. (2012). <i>Political Discourse Analysis: A Method for Advanced Students</i> . London: Routledge.
	Gee, J. P. (2011). <i>How to Do Discourse Analysis: A Tool Kit</i> . New York: Routledge.
	Hyland, K. (2017). Metadiscourse: What is it and where it going? <i>Journal of Pragmatics</i> , vol. 113, pp. 16-29.
	Liddicoat, A. (2021). <i>An Introduction to Conversation Analysis</i> . Bloomsbury Academic Publications.
	Mazeland, H. (2006). <i>Conversation Analysis</i> . Encyclopedia of Language and Linguistics. Elsevier.
	Norris, S. (2016). Concepts in multimodal discourse analysis with examples form video conferencing. <i>Year Book of the Poznan Linguistic Meeting</i> , vol.2. pp. 141-161.
	Paltridge, B. (2012). <i>Discourse Analysis</i> . Bloomsbury Academic Publications.
	Tannen, D., Hamilton, E. H. & Schiffrin, D. (2015). <i>The Handbook of Discourse Analysis</i> . Wiley Blackwell.





Electronic Materials	https://www.youtube.com/watch?v=R2o743ikYeY https://www.youtube.com/watch?v=303vOQ3EhN8 http://www.textworld.com/scp/
Other Learning Materials	UCREL Corpus Application Server at Lancaster University http://corpora.lancs.ac.uk/

2. Required Facilities and equipment

Items	Resources
Facilities	• Standard classroom accommodating 25–30 students • Adequate lighting and ventilation • Comfortable seating arrangements suitable for group discussion • Whiteboard and notice board
Technology equipment	• Computer and stable internet connection for instructor use • Data projector and screen • Audio speakers for multimedia presentations • (Optional) Smart board for interactive teaching
Other equipment	• Whiteboard markers and erasers • Portable microphone (if required) • Display or bulletin board for course announcements
Additional resources	• Access to the Saudi Digital Library (SDL) and online academic databases • (Optional) Language laboratory facilities for multimedia learning • (Optional) Audio equipment for listening to dramatic readings and literary adaptations • (Optional) Charging stations or designated tech-use areas for student devices

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading



Assessment Areas/Issues	Assessor	Assessment Methods
		consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

