



Course Specification

(Postgraduate Programs)

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| Course Title: Multimodal Discourse Analysis |
| Course Code: 7513 ENG-3 |
| Program: Doctor of Philosophy in Applied Linguistics |
| Department: English Department |
| College: College of Languages and Translation |
| Institution: King Khalid University |
| Version: 1 |
| Last Revision Date: 10 March 2025 |

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A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

This course has three credit hours a week.

2. Course type

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

3. Level/year at which this course is offered: (level 4/Year 2)

4. Course General Description:

Multimodal Discourse Analysis is an interdisciplinary course that introduces students to the basic theories, concepts, and applications of Multimodal Discourse Analysis (MDA). It explores how discourse meaning is conveyed through various semiotic resources, such as sounds, texts, images, gestures, and spatial arrangements. Through a balanced blend of theoretical basic concepts of the field and its practical applications, students will gain advanced knowledge in conducting multimodal discourse analyses. The course empowers the students to apply their knowledge to examine many communicative situations, including advertising campaigns, social media interactions, classroom environments, and more.

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

NA

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

NA

7. Course Main Objective(s):

The primary objective of Multimodal Discourse Analysis(MDA) is to familiarize students with MDA's key theories, concepts, and terminology. The course also aims to equip the students with the tools to examine the interaction of multiple modes of communication in various contexts. In doing so, the course aspires to develop critical thinking and analytical skills in interpreting multimodal texts, which they can use in multiple academic and real-world contexts.

2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|--|---------------|--------------|
| 1 | Traditional classroom | | |
| 2 | E-learning | | |
| 3 | Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning | 36 9 | 80 % 20 % |
| 4 | Distance learning | 0 | 0% |

3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|----|------------------------------|---------------|
| 1. | Lectures | 39 |
| 2. | Laboratory/Studio | |
| 3. | Field | 6 |
| 4. | Tutorial | |
| 5. | Others (specify)..... | |
| | Total | 45 |

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 | Recall the main theories and concepts in Multimodal Discourse Analysis. | K1 | Lectures and seminars | Tests and quizzes |
| 1.2 | Identify the interaction of at least three different semiotic modes (e.g., | K2 | Lectures and seminars | Tests and assignments |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------------|--|---------------------------------------|--|--|
| | visual, auditory, gestural) in a given multimodal text or communication event. | | | |
| 1.3 | Articulate research questions that address real-world multimodal communication challenges, situating inquiries within relevant theoretical frameworks. | K3 | Lectures and seminars | Tests and assignments |
| 2.0 | Skills | | | |
| 2.1 | Analyze multimodal texts using appropriate methods. | S1 | Group discussions, fieldwork, projects, and corpus-based tasks | Written and spoken assignments and response papers |
| 2.2 | Interpret the analyses of multimodal texts using appropriate methods. | S1 | Group discussions, fieldwork, projects, and corpus-based tasks | Written and spoken assignments and response papers |
| 2.3 | Critically evaluate the role of context in shaping multimodal communication. | S1 | Group discussions, fieldwork, projects, and corpus-based tasks | Written and spoken assignments and response papers |
| 2.4 | Conduct independent, high-quality research in Multimodal Discourse Analysis, integrating appropriate qualitative and quantitative methods. | S3 | Group discussions, fieldwork, projects, and corpus-based tasks | Written and spoken assignments and response papers |
| 2.5 | Engage in scholarly discourse on Multimodal Discourse Analysis by critically reading, synthesizing, | S4 | Group discussions, fieldwork, projects, and corpus-based tasks | Written and spoken assignments and response papers |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------------|--|---------------------------------------|--|--|
| | and responding to research. | | | |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Apply ethical considerations in analyzing multimodal data. | V1 | Case Studies, Ethical Frameworks, and Role-Playing | Reflective journals, case study analyses, and presentations |
| 3.2 | Advocate for collaboration and equitable communication practices. | V2 | Group projects, workshops, and peer Reviews. | Group project reports, peer assessments, and reflective essays |
| 3.3 | Promote Interdisciplinary Collaboration by Integrating Research, Theory, and Practice in Multimodal Discourse Analysis | V3 | Interdisciplinary projects, guest lectures, and collaborative research | Research papers, project presentations, and interdisciplinary reflections. |

C. Course Content:

| No | List of Topics | Contact Hours |
|----|--|---------------|
| 1. | Introduction to Multimodal Discourse Analysis Definition, history, and relevance. | 3 |
| 2. | Social Semiotics Semiotic Modes Visual, auditory, gestural, spatial, and linguistic modes. | 6 |
| 3. | Systemic Functional Linguistics (SFL) | 6 |
| 4. | Multimodal Interaction Analysis | 6 |





| | | |
|--------------|---|-----------|
| | Complementation, enhancement, and contradiction among modes. | |
| 5. | Contextual Features Influence of cultural, social, and situational contexts. | 6 |
| 6. | Mediated Discourse Analysis | 6 |
| 7 | Critical Multimodal Discourse Analysis Power dynamics, identity, and ideology. | 6 |
| 8. | Applications of MDA Analysis in media, advertising, education, and digital platforms. | 6 |
| Total | | 45 |

D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|---|--------------------------------|--------------------------------------|
| 1. | Quiz | 6 th week | 10% |
| 2. | Midterm | 9 th week | 15% |
| 3. | Assignments, reflective journals, and response papers | Throughout the semester | 20 % |
| 4. | Oral presentation | 13 th week | 5% |
| 5. | Research paper (Individual) | 15 th week | 20% |
| 6. | Final Exam | 16 th week | 30% |

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities:

1. References and Learning Resources:

| | |
|-----------------------------|--|
| Essential References | <p>Jones, R. H. (2024). <i>Discourse analysis: A resource book for students</i> (3rd ed.). Routledge.</p> <p>Jewitt, C. (2009). <i>Introducing multimodality</i>. Routledge.</p> |
|-----------------------------|--|



| | |
|--------------------------|--|
| | <p>Kress, G., & van Leeuwen, T. (2001). <i>Multimodal discourse: The modes and media of contemporary communication</i>. Arnold.</p> <p>Kress, G.R. and Van Leeuwen, T. (2021) <i>Reading images: The grammar of visual design</i>. Abingdon, Oxon: Routledge.</p> <p>Jewitt, C., Bezemer, J., & O'Halloran, K. (2016). <i>Introducing multimodality</i>. Routledge.</p> <p>Ledin, P., & Machin, D. (2020). <i>Introduction to multimodal analysis</i>. Bloomsbury Publishing.</p> |
| Supportive References | <p>Royce, T. D. (2013). Intersemiotic complementarity: A framework for multimodal discourse analysis. In <i>New directions in the analysis of multimodal discourse</i> (pp. 63-109). Routledge.</p> <p>Crawford Camiciottoli, B., & Fortanet-Gómez, I. (Eds.). (2015). <i>Multimodal analysis in academic settings: From research to teaching</i>. Routledge.</p> <p>O'Halloran, K. L. (Ed.). (2004). <i>Multimodal discourse analysis: Systemic functional perspectives</i>. Continuum.</p> |
| Electronic Materials | <p>https://discourseanalyzer.com/key-concepts-in-multimodal-discourse-analysis/?form=MG0AV3&form=MG0AV3</p> <p>https://ocw.mit.edu/search/?q=Multimodal%20Discourse%20Analysis&s=department_course_numbers.sort_coursenum&type=resourcefile</p> <p>https://open.umn.edu/opentextbooks/textbooks?q=Multimodal+Discourse+analysis&commit=Go</p> <p>NLTK: Natural Language Toolkit</p> <p>https://dictionary.cambridge.org</p> <p>http://www.photransedit.com/Online/Text2Phonetics.aspx</p> |
| Other Learning Materials | |

2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|--|
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Classrooms and study areas |
| Technology equipment (Projector, smart board, software) | Projectors, smart boards, audio-visual devices |
| Other equipment (Depending on the nature of the specialty) | Textbooks, reference materials, subject-specific learning resources, supplementary materials |

F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|--|---|---|
| Effectiveness of teaching | <ul style="list-style-type: none"> Principal Instructor Academic Peer Review Panel Student Evaluation Subcommittee | <ul style="list-style-type: none"> Classroom observations utilizing standardized rating instruments. Peer review assessments following institutional guidelines. Triangulated student feedback mechanisms, including anonymized surveys and focus groups. Assessment tool validation through quantitative and qualitative methods. Employing rubric-based evaluations with inter-rater reliability measures. |
| Effectiveness of students' assessment | <ul style="list-style-type: none"> Principal Instructor Independent Academic Auditors Extern Advisory Board | <ul style="list-style-type: none"> Assessment tool validation through quantitative and qualitative methods. Employing rubric-based evaluations with inter-rater reliability measures. |
| Quality of learning resources | <ul style="list-style-type: none"> Principal Instructor Student Curriculum Feedback Panel Educational Technology and Resources Committee | <ul style="list-style-type: none"> Utilizing resource evaluation metrics and checklists. Student resource utilization surveys comparative analysis with nationally and |

| Assessment Areas/Issues | Assessor | Assessment Methods |
|--|---|---|
| | | internationally recognized educational standards. |
| The extent to which CLOs have been achieved | <ul style="list-style-type: none"> Principal Instructor Deanship of Academic Development and Quality Program Level Quality Committee | <ul style="list-style-type: none"> Systematic mapping of all assessment questions to course and program learning outcomes is conducted at the end of each semester. This process involves the use of a specialized Excel sheet from the Deanship of Academic Development and Quality, which operates at two levels: <ul style="list-style-type: none"> First Level: An assessment blueprint is created, in which each question on all assessments is mapped to a specific Course Learning Outcome before the assessments are conducted. Second Level: After the assessments are administered, the results for each question are inputted to evaluate the alignment and performance against the predetermined Course Learning Outcomes. Rigorous surveys are designed and implemented to quantitatively and qualitatively measure the attainment of program-specific learning outcomes. Comprehensive course satisfaction surveys are carried out, using factor analysis to identify key variables influencing student satisfaction levels. Each course learning outcome is meticulously aligned with a |





| Assessment Areas/Issues | Assessor | Assessment Methods |
|-------------------------|----------|--|
| | | corresponding learning outcome. Both are documented in the course specification and must be adhered to. A separate analysis of this alignment is conducted by the Program Level Quality Committee to ensure compliance and effectiveness. It was obligatory that all instructors duly complete this alignment as outlined. |
| Other | | |

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

| | |
|--------------------|----------------------------|
| COUNCIL /COMMITTEE | ENGLISH DEPARTMENT COUNCIL |
| REFERENCE NO. | 8-17-46 |
| DATE | 16 MARCH 2025 |

