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| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| 1. Credit hours: (2) | | | | | | |
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| 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: | | | | | | |
| ENG3258-2 Discourse Analysis is a comprehensive course that introduces students to the study of discourse and its pivotal role in language and communication. The course begins by exploring fundamental concepts of discourse analysis, including the definition of discourse and its key features. Students examine the intricate relationship between language, context, and choice, gaining insights into how these elements influence communication. The course delves into discourse organization, focusing on thematic and information structures, as well as cohesion and coherence within texts. Through the exploration of semantics and pragmatics, students learn how meaning is constructed and interpreted in discourse. The study of metaphors provides an understanding of how underlying meanings and conceptual frameworks are conveyed in language. Practical skills are developed by applying conversation analysis techniques to spoken discourse, interpreting narratives and transitivity to represent experiences, and analyzing the presentation and representation of others' speech in discourse. The course incorporates corpus linguistics tools, enabling students to conduct a small project in discourse analysis and apply the concepts and methods learned. Throughout the course, students are encouraged to value the importance of context in discourse, demonstrate autonomy in their learning, and exhibit responsibility through effective collaboration and meaningful contributions. | | | | | | |
| 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 main objective of ENG3258-2 Discourse Analysis is to equip students with a comprehensive understanding of discourse and the analytical techniques used to examine it. By the end of the course, students will be able to recall fundamental concepts of discourse analysis and recognize key features of discourse. They will identify the relationship between language, context, and choice, understanding how these elements influence communication. Students will recognize components of discourse organization, such as thematic and information structures, cohesion, and coherence. They will list key concepts in semantics and pragmatics and understand their roles in interpreting meaning. The course aims to enable students to understand how metaphors function in discourse to convey underlying meanings. Practically, students will apply conversation analysis techniques to examine spoken discourse, interpret narratives and transitivity to represent experiences effectively, and analyze the presentation of others' speech in discourse. They will utilize corpus linguistics tools to conduct independent projects in discourse analysis, applying the concepts and methods learned. The course also strives to foster an appreciation for the importance of context in discourse, encourage autonomy by having students apply analysis techniques to new material beyond classroom examples, and promote responsibility through collaboration and active participation. Ultimately, the course prepares students with the knowledge and skills necessary for advanced studies or careers involving language analysis and enhances their ability to critically engage with discourse in various contexts. | | | | | | |

**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** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **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 | **Recall** fundamental concepts of discourse analysis, including the definition of discourse and its key features. *(Unit 1: Discourse Analysis: An Overview)* | K2 | **Facilitate** recall of fundamental discourse analysis concepts—including the definition of discourse and its key features—by engaging students with interactive discussions and concept-mapping activities using the course material. | Formative Assessment 1 (5 Marks) |
| 1.2 | **Identify** the relationship between language, context, and choice in discourse, understanding how they influence communication. *(Unit 2: Discourse: Language, Context, and Choice)* | K1 | **Guide** students to identify the relationship between language, context, and choice in discourse by analyzing authentic examples and case studies from the course content that illustrate their influence on communication. | Assignment 1 (5 Marks) |
| 1.3 | **Recognize** the components of discourse organization, such as thematic and information structures, cohesion, and coherence. *(Units 3 & 4: Discourse Organization; Cohesion and Coherence in Discourse)* | K2 | **Present** the components of discourse organization—including thematic and information structures, cohesion, and coherence—through collaborative analysis of textual examples from the course materials to enhance recognition and understanding. | Quiz (10 Marks) |
| 1.4 | **List** key concepts in analyzing meaning in discourse, including semantics and pragmatics, and their roles in interpretation. *(Units 6 & 7: Analyzing Meaning in Discourse: Semantics and Pragmatics)* | K4 | **Teach** key concepts in analyzing meaning in discourse—including semantics and pragmatics—and their roles in interpretation by facilitating exploratory activities and discussions based on the course content. | Midterm Exam (30 Marks) |
| 1.5 | **Understand** how metaphors function in discourse to convey underlying meanings and conceptual frameworks. *(Unit 8: Metaphors in Discourse)* | K3 | **Demonstrate** how metaphors function in discourse to convey underlying meanings and conceptual frameworks by analyzing examples from the course materials and encouraging students to interpret and discuss their significance. | Formative Assessment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | **Apply** conversation analysis techniques to examine spoken discourse, identifying patterns and structures in communication. *(Unit 5: Analyzing Spoken Discourse: Conversation Analysis)* | S5 | **Engage** students in applying conversation analysis techniques to examine spoken discourse by analyzing recorded conversations from the course materials, identifying patterns and structures in communication. | Midterm Exam (30 Marks) |
| 2.2 | **Interpret** narratives and transitivity in discourse to represent experiences effectively. *(Unit 9: Representing Experience in Discourse: Transitivity and Narratives)* | S7 | **Guide** students to interpret narratives and transitivity in discourse by analyzing selected texts from the course content, enabling them to understand how experiences are represented effectively. | Assignment 2 (5 Marks) |
| 2.3 | **Analyze** the presentation and representation of other people's speech in discourse, understanding the techniques used. *(Unit 10: Presenting Other People's Speech in Discourse)* | S2 | **Direct** students to analyze the presentation and representation of other people's speech in discourse by examining examples provided in the course materials, fostering an understanding of the techniques used. | Final Exam (40 Marks) |
| 2.4 | **Utilize** corpus linguistics tools to conduct a small project in discourse analysis, applying concepts and methods learned. *(Units 11 & 12: Corpus Linguistics; Doing a Small Project in Discourse Analysis)* | S3 | **Instruct** students to utilize corpus linguistics tools provided in the course to conduct a small project in discourse analysis, applying the concepts and methods they have learned. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | **Value** the importance of context in discourse by actively engaging in class discussions and respecting diverse perspectives. | V1 | **Encourage** students to value the importance of context in discourse by promoting active engagement in class discussions and fostering respect for diverse perspectives. | Observations |
| 3.2 | **Demonstrate** autonomy by independently applying discourse analysis techniques to new texts or conversations beyond classroom examples. | V2 | **Motivate** students to demonstrate autonomy by independently applying discourse analysis techniques to new texts or conversations, extending their learning beyond classroom examples. | Observations |
| 3.3 | **Exhibit** responsibility by collaborating effectively with peers during group activities and contributing meaningfully to discussions. | V3 | **Promote** responsibility by guiding students to collaborate effectively with peers during group activities and contribute meaningfully to discussions, enhancing the collective learning experience. | Observations |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | DISCOURSE ANALYSIS: AN OVERVIEW | 3 |
|  | Discourse: language, context, and choice (Chapter 1) | 3 |
| **3.** | Discourse organization: thematic and information structure (Chapter 2) | 3 |
| **4.** | Cohesion and Coherence in Discourse (Chapter 3) | 2 |
| **5.** | Analyzing spoken discourse: conversation analysis (Chapter 4) | 3 |
| **6.** | Analyzing meaning in discourse: semantics (Chapter 5) | 2 |
| **7.** | Analyzing meaning in discourse: pragmatics (Chapters 6 and 7) | 2 |
| **8.** | Metaphors in discourse: (Chapter 8) | 3 |
| **9.** | Representing experience in discourse: transitivity and narratives (Chapter 9) | 2 |
| **10.** | Presenting others people`s speech in discourse: presentation and representations (Chapter 10) | 3 |
| **11.** | Corpus Linguistics: concepts and tools (Chapter 11) | 2 |
| **12.** | Doing a small project in discourse analysis: Chapter (12) | 2 |
| **Total** | | **30** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **Aligned CLO: 1.1 Recall fundamental concepts of discourse analysis, including the definition of discourse and its key features. (Unit 1: Discourse Analysis: An Overview)**  Reasoning: This assessment evaluates students' foundational understanding of discourse analysis, focusing on CLO 1.1. It includes questions on key concepts such as the definition of discourse and its key features, reflecting content from Unit 1. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **Aligned CLO: 1.5 Understand how metaphors function in discourse to convey underlying meanings and conceptual frameworks. (Unit 8: Metaphors in Discourse)**  Reasoning: Scheduled after the midterm, this assessment evaluates students' understanding of the use of metaphors in discourse, focusing on CLO 1.5. It includes analysis of metaphorical language in texts, covering content from Unit 8. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **Aligned CLO: 1.2 Identify the relationship between language, context, and choice in discourse, understanding how they influence communication. (Unit 2: Discourse: Language, Context, and Choice)**  Reasoning: This assignment assesses students' ability to understand how language, context, and choice interact in discourse, focusing on CLO 1.2. Students will analyze authentic discourse examples, covering content from Unit 2 before the midterm. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **Aligned CLO: 2.2 Interpret narratives and transitivity in discourse to represent experiences effectively. (Unit 9: Representing Experience in Discourse: Transitivity and Narratives)**  Reasoning: This assignment, aligned with CLO 2.2, assesses students' ability to interpret narratives and analyze transitivity in discourse. Students will examine texts to understand how experiences are represented, covering content from Unit 9 after the midterm. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **Aligned CLO: 1.3 Recognize the components of discourse organization, such as thematic and information structures, cohesion, and coherence. (Units 3 & 4: Discourse Organization; Cohesion and Coherence in Discourse)**  Reasoning: This quiz, aligned with CLO 1.3, tests students' understanding of discourse organization. It includes questions on thematic and information structures, cohesion, and coherence, covering content from Units 3 and 4 before the midterm. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **Aligned CLOs:**   * **1.4 List key concepts in analyzing meaning in discourse, including semantics and pragmatics, and their roles in interpretation. (Units 6 & 7: Analyzing Meaning in Discourse: Semantics and Pragmatics)** * **2.1 Apply conversation analysis techniques to examine spoken discourse, identifying patterns and structures in communication. (Unit 5: Analyzing Spoken Discourse: Conversation Analysis)**   Reasoning: The midterm exam covers CLOs 1.4 and 2.1, providing a comprehensive assessment of students' understanding of semantics and pragmatics in discourse and their ability to apply conversation analysis techniques, covering content from Units 5 to 7. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **Aligned CLOs:**   * **2.3 Analyze the presentation and representation of other people's speech in discourse, understanding the techniques used. (Unit 10: Presenting Other People's Speech in Discourse)** * **2.4 Utilize corpus linguistics tools to conduct a small project in discourse analysis, applying concepts and methods learned. (Units 11 & 12: Corpus Linguistics; Doing a Small Project in Discourse Analysis)**   Reasoning: Aligned with CLOs 2.3 and 2.4, the final exam evaluates students' ability to analyze the presentation and representation of speech in discourse and to apply corpus linguistics tools in discourse analysis. It encompasses content from Units 10 to 12, providing a cumulative assessment of their knowledge and skills. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Canning, P., & Walker, B. (2024). *Discourse analysis: A Practical Introduction*. Taylor & Francis. |
| **Essential References** | Fairclough, N. (2003). Analysing Discourse. Routledge.  Fairclough, N. & Fairclough, I. (2012). Political Discourse Analysis: A Method for Advanced Students. London: Routledge.  Gee, J. P. (2011). How to Do Discourse Analysis: A Tool Kit. New York: Routledge.  Hyland, K. (2017). Metadiscourse: What is it and where it going? Journal of Pragmatics, vol. 113, pp. 16-29.  Liddicoat, A. (2021). An Introduction to Conversation Analysis. Bloomsbury Academic Publications.  Mazeland, H. (2006). Conversation Analysis. Encyclopedia of Language and Linguistics. Elsevier.  Norris, S. (2016). Concepts in multimodal discourse analysis with examples form video conferencing. Year Book of the Poznan Linguistic Meeting, vol.2. pp. 141-161.  Paltridge, B. (2012). Discourse Analysis. Bloomsbury Academic Publications.  Tannen, D., Hamilton, E. H. & Schiffrin, D. (2015). The Handbook of Discourse Analysis. Wiley Blackwell. |
| **Electronic Materials** | 1. <https://www.youtube.com/watch?v=R2o743ikYeY> 2. <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 (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |