

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)	: <i>Nil</i>
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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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:

- CILO₁ 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)
- CILO₂ Demonstrate a critical awareness of different genre types in both spoken and written discourse;
- CILO₃ Use appropriate corpus tools for studying discourse features of spoken and written texts; and
- CILO₄ 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:

- CILLO₁ 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
<ul style="list-style-type: none">● Introduction to discourse and discourse studies<ul style="list-style-type: none">➤ 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.
<ul style="list-style-type: none">● Spoken discourse<ul style="list-style-type: none">➤ 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.
<ul style="list-style-type: none">● Written discourse	CILO _{1,2 & 4} CILLO ₁	Lecture, seminar, group work, student presentations,

<ul style="list-style-type: none"> ➤ Comparison between written discourse and spoken discourse ➤ Genres analysis ➤ Discourse and grammar: Coherence, cohesion, Theme-Rheme, Lexical semantics, etc. 		online learning activities.
<ul style="list-style-type: none"> ● Corpus approaches to discourse studies <ul style="list-style-type: none"> ➤ 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 	<i>CILO_{3,4}</i> <i>CILLO₁</i>	Lecture, seminar, group work, student presentations, online learning activities.
<ul style="list-style-type: none"> ● Discourse analysis in different settings <ul style="list-style-type: none"> ➤ Cross-cultural comparisons, classroom discourse and multi-modal discourses 	<i>CILO_{1,2 & 4}</i> <i>CILLO₁</i>	Lecture, seminar, group work, student presentations, online learning activities.

5. Assessment

Assessment Tasks	Weighting (%)	CILO
a) A collaboration work involving 4 or 5 students: Use discourse analytical approaches to compare and analyze some linguistic features in spoken and written texts and to analyze the texts with respect to some discourse features and concepts introduced in the course.	40	CILOs _{1, 2, 3 & 4} CILLO ₁
b) A final examination on the discussion and application of concepts in Discourse Analysis.	45	CILOs _{1, 2, 3 & 4} CILLO ₁
c) Online exercises, online quizzes, discussion forums	15	CILOs _{1, 2, 3 & 4} CILLO ₁

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional

requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Paltridge, B. (2021). *Discourse analysis: An introduction* (3rd ed.). Bloomsbury Publishing.

8. Recommended Readings

- Baker, P. (2023). *Using corpora in discourse analysis* (2nd ed.). Continuum.
- Biber, D., & Conrad, S. (2009). *Register, genre, and style*. Cambridge University Press.
- Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge University Press.
- Brown, G., & Yule, G. (2013). *Discourse analysis*. Cambridge University Press.
- Cummings, L. (2005). *Pragmatics: A multidisciplinary perspective*. Lawrence Erlbaum and Associates.
- Cutting, J. (2008). *Pragmatics and discourse*. Routledge.
- Gee, J. P. (2017). *Introducing discourse analysis: From grammar to society*. Routledge.
- Hanford, M., & Gee, J. P. (Eds.). (2023). *The Routledge handbook of discourse analysis*. Routledge.
- Halliday, M. A. K., & Hasan, R. (2014). *Cohesion in English*. Routledge.
- Horn, L. R., & Ward, G. (2006). *The handbook of pragmatics*. Blackwell.
- Jenks, C. (2021). *Researching classroom discourse: A student guide*. Routledge.
- Johnstone, B. (2018). *Discourse analysis* (3rd ed.). Blackwell.
- Jones, R. (2018). *Discourse analysis: A resource book for students* (2nd ed.). Routledge.
- Kress, G., & van Leeuwen, T. (2022). *Multimodal Discourse*. Bloomsbury Publishing
- Markee, N. (Ed.). (2019). *The handbook of classroom discourse and interaction*. Wiley.
- Mey, J. L. (2001). *Pragmatics: An introduction* (2nd ed.). Blackwell.
- Rapley, T. (2018). *Doing conversation, discourse and document analysis* (2nd ed.). Sage.
- Rymes, B. (2015). *Classroom discourse analysis: A tool for critical reflection* (2nd ed.). Routledge.
- Schiffrin, D., Tannen, D., & Heidi, E. (Eds.). (2001). *The handbook of discourse analysis*. Blackwell.
- Tannen, D. (2018). *Handbook of discourse analysis* (2nd ed.). Blackwell.
- Yule, G. (1996). *Pragmatics*. Oxford University Press.

9. 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>

10. Related Journals

Classroom Discourse

Discourse and Communication

Discourse and Society

Discourse Processes

Discourse Studies

Intercultural Pragmatics

Journal of Pragmatics

Language and Communication

Pragmatics and Society

Text & Talk

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

12. Others

Nil

18 July 2025