<table>
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<th>Part I</th>
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<tr>
<td><strong>Programme Title</strong></td>
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<td><strong>Programme QF Level</strong></td>
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<td><strong>Course Title</strong></td>
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<td><strong>Course Code</strong></td>
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<td><strong>Department</strong></td>
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<td><strong>Credit Point</strong></td>
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<td><strong>Pre-requisite(s)</strong></td>
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<td><strong>Medium of Instruction</strong></td>
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<td><strong>Level</strong></td>
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<tr>
<th>Part II</th>
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<tbody>
<tr>
<td>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.</td>
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</table>

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”):

- **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**

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs/CILLOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to discourse and discourse studies</td>
<td><strong>CILO₁,₂</strong></td>
<td>Lecture, seminar, group work, student presentations, online learning activities.</td>
</tr>
<tr>
<td>Scope of discourse studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Function and form of language</td>
<td><strong>CILO₁</strong></td>
<td></td>
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<tr>
<td>Social-cultural context of communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoken discourse</td>
<td><strong>CILO₁,₂,₄</strong></td>
<td>Lecture, seminar, group work, student presentations, online learning activities.</td>
</tr>
<tr>
<td>Discourse features in spoken language: Cooperation and conversation implicature, presupposition, speech acts, politeness, turn-taking, transcription of spoken data</td>
<td><strong>CILO₁</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Written discourse
- Comparison between written discourse and spoken discourse
- Genre analysis
- Discourse and grammar: Coherence, cohesion, Theme-Rheme, Lexical semantics, etc.

### 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

### Discourse analysis in different settings
- Cross-cultural comparisons, classroom discourse and multimodal discourses

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
<th>CILOs/CILLOs</th>
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<tbody>
<tr>
<td>(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.</td>
<td>50%</td>
<td>CILO_{1,2,3,4} CILLO_{1}</td>
</tr>
<tr>
<td>(b) A final examination on the discussion and application of concepts in Discourse Analysis.</td>
<td>50%</td>
<td>CILO_{1,2,3,4} CILLO_{1}</td>
</tr>
</tbody>
</table>

### 5. Assessment

### 6. Required Text(s)


### 7. Recommended Readings


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