



Course Specifications

Course Title:	Discourse Analysis
Course Code:	ENG 476
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

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A. Course Identification

1. Credit hours:	2 Hours
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	level 8 / Fourth year
4. Pre-requisites for this course	ENG 362
5. Co-requisites for this course (if any):	None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	24	75%
2	Blended	8	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	24
2	Laboratory/Studio	8
3	Tutorial	8
4	Others (Practical sessions, Tests)	24
	Total	64

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces students to the main theories, ideas, notions, terms and practices in the study of human discourse or human language in use. As a branch of linguistics, Discourse Analysis (DA) investigates any stretches/different forms of language beyond the sentence level (in both spoken and written communication). The course enables students to view language as a 'social practice'. It also exposes students to a variety of topics of discourse such as text-based communication constraints (both system and ritual constraints), power and solidarity, voice and ideology, stereotyping, political correctness, code-switching and negotiation of meaning. Students taking this course are encouraged to think deeply about language and textual phenomenon and use their acquired knowledge in DA creatively to help them analyze texts (both fictional and expository) and other various communication events and encounters such as: formal/informal chat, online chat, SMS, sports commentary, doctor-patient conversation, TV debates, etc.

2. Course Main Objective

The main objective of this course is for students to acquire knowledge of the methods of analyzing discourse according to linguistics theories to foster a deep understanding of the modern approaches to text and discourse analysis. The sub-objectives below support the main objective as students will be able to:

1. Appreciate language variation across different genres and contexts.
2. Recognize investigations of Discourse Analysis.
3. Identify the complex relationships between discourse and communications through grammar, writing styles, culture, and schemata.
4. Differentiate between text and discourse to realize the various ways in which discourse work.
5. Analyze texts and ideologies with complexity of meaning.
6. Apply principles of discourse analysis to their own analyses of texts.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding <i>By the end of the course, students will be able to:</i>	
1.1	List the key issues, methods and ideas in Discourse Analysis	K2
1.2	Identify the structures, functions, and meanings within a variety of text genres (both oral and written discourse).	K3
1.3	Recognize misunderstanding in cross-cultural communication	K5
2	Skills <i>By the end of the course, students will be able to:</i>	
2.1	Demonstrate an ability to discuss ideas and introduce new perspectives related to discourse analysis.	S1
2.2	Critically analyze naturally occurring spoken interactional data i.e., the pragmatic meanings of sentences and phrases within a specific context.	S2
2.3	Solve problems of a linguistic nature and related to DA concepts and approaches.	S4
2.4	Generate papers, reports and assignments from a discursive perspective.	S5
2.5	Apply effective research strategies by considering approaches in discourse analysis.	S6
2.6	Develop an awareness of the global scope of discourse analysis as a medium to better understand social, cultural and political differences.	S7
3	Values <i>By the end of the course, students will be able to:</i>	
3.1	Demonstrate independent learning abilities during class interaction and in course work in both oral and written forms.	V1
3.2	Work collaboratively with peers and in groups in various course activities (for e.g., in texts analyses, and presenting their findings in both spoken and written forms).	V2
3.3	Demonstrate an awareness of the ethical considerations involved in performing practical course work, research, and assignments in discourse analysis.	V3
3.4	Demonstrate an ability in research to search, analyze and synthesize data and information, using the necessary technologies and making use of the available resources.	V4

C. Course Content

No	List of Topics	Contact Hours
1	Introduction, Course Overview	2
2	What is Discourse and Discourse Analysis/Critical Discourse Analysis/Discourse Studies? Key Ideas, Concepts, Theories and Approaches of Discourse Analysis/Studies.	2
3	Sentence, Text and Discourse (also concepts such as "utterance" (comparison and contrast between all these terms)	2
4	Discourse and Communication (Models of Communication: Classical/One-way- Interactive- Multi-sided Models), Speech Event, Speech Community vs. Discourse Community, etc.	2
5	Discourse and Context (The various aspects of Context and Context of Situation). References should be made to Malinowski's Phatic Communion/Communication, Skinner, Halliday's (co-text), etc.	2
6	Discourse and Meaning-Making (complexity of meaning, negotiation of meaning, Schemata, (systemic meaning vs. schematic meaning, bias, ideology, etc.)	2
7	Stereotyping/Stereotypes, Political Correctness	2
8	Discourse and Literary Texts (Impact of reading on making meaning of a 2text),	2
9	Style & Stylistics (Foregrounding, Norm & Deviation) Reader-Response, Intertextuality, Open-texts vs. Closed-texts, writer's voice, etc.	2
10	Tutorial /Practical work	2
11	Discourse and Logic (fallacies)	2
12	Discourse and Grammar	2
13	Conversation Analysis (turn-taking, topic formation, topic maintenance, conflict and shift, interruptions, Goffman's Systemic norms and Ritual Norms/rules of conversation, etc.)	2
14	Student Presentations	2
15	Revision	2
16	Revision	2
Total		32

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	List the key issues, methods and ideas in Discourse Analysis	Lectures Class discussion Discourse analysis exercises	Quizzes Assignments Blackboard and in Class Participation
1.3	Identify the structures, functions, and meanings within a variety of text genres (both oral and written discourse).	Lectures Class/Online discussion Task-based sessions	Quizzes Assignments Blackboard and in Class Participation

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.4	Recognize misunderstanding in cross-cultural communication	Lectures Class/Online discussion In-class exercises Handouts	Assignments Mind maps Exams & quizzes Case study
2.0	Skills		
2.1	Demonstrate an ability to discuss ideas and introduce new perspectives related to discourse analysis.	Lectures Class discussion Application of DA principles & exercises	Exams & quizzes In-class activities Paper
2.2	Critically analyze naturally occurring spoken interactional data i.e., the pragmatic meanings of sentences and phrases within a specific context.	Lectures Class/Online discussion Text Analysis	Exams & quizzes Assignments
2.3	Solve problems of a linguistic nature and related to DA concepts and approaches.	Class/Online discussion Problem-solving exercises	Assignments In-class activities Texts Analyses
2.4	Generate papers, reports and assignments from a discursive perspective.	Lectures Class/Online discussion Tutorial PPT Presentations	Exams & quizzes In-class activities Paper
2.5	Apply effective research strategies by considering approaches in discourse analysis.	Lectures Class/Online discussion Tutorial	paper Portfolio
2.6	Develop an awareness of the global scope of discourse analysis as a medium to better understand social, cultural and political differences.	Lectures Class discussion Reading and analysis of selections of related texts	Reflection reports Portfolio Response papers
3.0	Values		
3.1	Demonstrate learner autonomy through class interaction such as questioning, offering feedback and presenting ideas related to the field of sociolinguistics.	Class/Online discussion Presentations	Self-evaluation Rubric Observation
3.2	Communicate and work effectively on individual tasks, and collaboratively within teams.	Pair /Group work Class/Online discussion	Reflective writing paper In-class activities Case study Portfolio
3.3	Demonstrate an awareness of the ethical considerations involved in performing practical course work, research, and assignments in sociolinguistics.	Class/Online discussion Communicating Policies, deadlines and academic commitments	Observation Self-assessment Rubric
3.4	Demonstrate an ability to carry out independently research in sociolinguistics and making use of the available resources.	Tutorial Research sessions Lectures	Research Paper Portfolio

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Group and pair work (in class activities)	Throughout the semester	10%
2	Midterm	8 th	20%
3	Quizzes	Throughout the semester	15%
4	Assignments	Throughout the semester	10%
5	Response/ Reflection Reports	end of the semester	5%
6	Final Exam	end of the semester	40%
		Total	100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms (e.g., Microsoft Teams, Blackboard Learn, Microsoft Kaizala).

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ol style="list-style-type: none"> 1. Weiss, G., & Wodak, R. (2014). <i>Critical discourse analysis: Theory and interdisciplinarity</i>. Basingstoke: Palgrave Macmillan. 2. Paltridge, B. (2021). <i>Discourse analysis: An introduction</i>. London: Bloomsbury. (e-book is available)
Essential References Materials	<ol style="list-style-type: none"> 1. McCarthy, M. (2011). <i>Discourse Analysis for Language Teachers</i>. Cambridge: Cambridge University Press 2. Tannen, D., Hamilton, H. E., & Schiffrin, D. (2018). <i>The Handbook of Discourse Analysis</i>. Chichester: Wiley Blackwell. 3. Schiffrin, D. (2007). <i>Approaches to Discourse: Language as Social Interaction</i>. Wiley: Blackwell.
Electronic Materials	<p>Speech Act Theory http://exchanges.state.gov/education/engteaching/pragmatics.htm http://www.teaching-english-in-japan.net/directory/cat/148</p>
Other Learning Materials	Online discussion on Blackboard, Microsoft teams. Smartphone Apps

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms Main Library King Abdullah City Campus Library
Technology Resources (AV, data show, Smart Board, software, etc.)	The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple Microsoft Office 365 applications such as OneDrive, Teams, SharePoint, Kaizala ...etc. Other resources: <ul style="list-style-type: none"> • Blackboard • Cisco Webex • AV • Data show • E-podium • overhead projector • electronic whiteboard • Internet Access
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	