



# Course Specification

## (Bachelor)

**Course Title:** *Discourse Analysis*

**Course Code:** *ENG4216*

**Program:** *English: Linguistics Track*

**Department:** *Department of English*

**College:** *College of Social Sciences*

**Institution:** *Umm Al-Qura University*

**Version:** *2022*

**Last Revision Date:** *2023*



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: **4 hours**

#### 2. Course type

A.  University  College  Department  Track  Others  
B.  Required  Elective

3. Level/year at which this course is offered: **Year 4 – Level 12**

#### 4. Course general Description:

*This course provides students with an extensive overview of the diverse approaches to the study of discourse used to explore language in use, language beyond the sentence, and language of social interactions. It considers how language, both spoken and written, is studied in relation to different social contexts. The course offers students both theoretical and practical understanding of key concepts and practices in the field of discourse analysis. More specifically, it focuses on critical discourse analysis, conversational analysis, genre analysis, coherence, multimodality, metalanguage...etc., In short, the course provides students with a linguistic toolkit for systematically and empirically analyzing spoken and written language across a wide range of social contexts.*

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

***Foundations of Linguistics 2***

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

#### 7. Course Main Objective(s):

*The course aims to introduce the students to both theoretical and practical understanding of key concepts and practices in the field of discourse analysis and the way in which language, spoken or written, is studied in relation to different social contexts.*

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4 hrs. per week	%100
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>● Traditional classroom</li> <li>● E-learning</li> </ul>		
4	Distance learning		





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

No	Activity	Contact Hours
1.	Lectures	4hrs x 11wks
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
<b>Total</b>		<b>44 hours</b>

### B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Define key concepts and terms relevant to discourse analysis such as critical discourse analysis, identity, mode, genre, text and context, intertextuality, power, ideology and others...etc.	<b>K2</b>	Lectures Discussion	Written Exam Assignments
1.2	Compare and contrast traditional and recent approaches to the analysis of discourse	<b>K3</b>	Lectures Discussion	Written Exam Assignments
<b>2.0</b>	<b>Skills</b>			
2.1	Apply critical and discourse theories to the analysis of a variety of texts and contexts.	<b>S2</b>	Lectures Discussion	Written Exam Assignments (Final Paper)
2.2	Provide sample analyses of discourse based on key concepts and theories discussed	<b>S3</b>	Lectures Discussion	Written Exam Assignments (Final Paper)
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Commit to the standards of integrity, punctuality, responsibility, and ethical behavior in class participation, preparation of assignments, and exams.	<b>V1</b>	Requesting group work	Assignments Exam performance





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Show tendency of continuous self-learning and independence in work and education.	V2	Discussing the different types of discourse in different cultural and social contexts	Class participation

### C. Course Content

No	List of Topics	Contact Hours
1.	What is discourse?	4
2.	Discourse markers and Structure	4
3.	Critical Discourse Analysis	4
4.	Conversation Analysis	4
5.	Basic concepts: gender, power, ideology, bias, identity	6
6.	Intertextuality	4
7.	Cohesion and Coherence	4
8.	Recent approaches: Multimodality and meta-discourse	4
9.	Analyzing texts, contexts, and Genres	6
10.	Exams	2
<b>Total</b>		<b>44</b>

### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	5 - 9	%25
2.	Research / presentation/essay	7	%10
3.	discussion	weekly	%5
4.	Final Exam	11	50%

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

### E. Learning Resources and Facilities

#### 1. References and Learning Resources

<b>Essential References</b>	Jones, R. H. 2019. Discourse Analysis: A resource book for students. (2 <sup>nd</sup> ed.) . UK, London: Routledge
<b>Supportive References</b>	Tannen, D. et al. 2018. <i>The handbook of discourse analysis</i> . US: New York. John Wiley& Sons Inc.





	Johnstone, B. 2015. <i>Discourse analysis</i> . Oxford: Wiley-Blackwell Strauss, S. and Feiz P. 2014. <i>Discourse analysis. Putting our worlds into words</i> . London: Routledge.
<b>Electronic Materials</b>	Summary handouts for the main topics covered in each class are available in Blackboard (a web-based learning resource).
<b>Other Learning Materials</b>	

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<i>Classrooms</i>
<b>Technology equipment</b> (projector, smart board, software)	<i>Projector, internet, AV</i>
<b>Other equipment</b> (depending on the nature of the specialty)	

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>
Effectiveness of Students' assessment	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>
Quality of learning resources	<i>Students</i>	<i>Questionnaires</i>
The extent to which CLOs have been achieved	<i>Teachers</i>	<i>Exams</i>
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	
<b>REFERENCE NO.</b>	
<b>DATE</b>	

