



## Course Specifications

<b>Course Title:</b>	<b>Discourse Analysis</b>
<b>Course Code:</b>	<b>Eng-3/457</b>
<b>Program:</b>	<b>Bachelors Program in English</b>
<b>Department:</b>	<b>English Department</b>
<b>College:</b>	<b>College of Arts &amp; Humanities- Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardah (Female Campus), Dayer (Female Campus), and Farasan (Female Campus)</b>
<b>Institution:</b>	<b>Jazan University</b>

## Table of Contents

<b>A. Course Identification .....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description .....	3
2. Course Main Objective .....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	4
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support .....</b>	<b>5</b>
<b>F. Learning Resources and Facilities .....</b>	<b>5</b>
1. Learning Resources .....	6
2. Facilities Required .....	6
<b>G. Course Quality Evaluation .....</b>	<b>6</b>
<b>H. Specification Approval Data .....</b>	<b>7</b>

## A. Course Identification

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

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (quiz, assignment, presentation , midterm)	
	<b>Total</b>	<b>45</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

- This course introduces the main and most widely used approaches to discourse analysis. It aims to develop learners' critical thinking about how discourses are used in context and how they reflect and shape our world. The course draws upon students' prior understanding of basic linguistic concepts and provides learners with analytical tools and strategies to explore features of written and spoken texts. Students have the opportunity to apply theories and their analytical skills in a wide range of contexts and text types. The course is designed to suit the needs of learners from a broad range of disciplinary areas including linguistics, applied linguistics, TESOL and social sciences.
- In addition, students are expected to think deeply about language and textual phenomenon and use that knowledge creatively to help them analyze texts (both fictional and expository) and various other communication events/encounters such as : formal/informal chat, online chat & SMS, sports commentary , doctor-patient conversation, TV debates, etc.
- Students will study the nature of meaning, how we usually convey more than we actually say or write, the role of politeness in verbal communication, the necessarily cooperative nature of most forms of communication, and what makes texts cohesive and coherent.

## 2. Course Main Objective

- Discourse analysis course provides students with the knowledge to describe discourse, text, genre, context, and other theories relevant to written and spoken discourse. Furthermore, it helps students to get necessary skills to analyze written and spoken discourse.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding: students will be able to</b>	
1.1	Define basic concepts and theories related to DA including modern advancements	<b>K2</b>
1.2	Identify features of conversational discourse	<b>K2</b>
2	<b>Skills: students will be able to</b>	
2.1	Demonstrate understanding of a text with reference to aspects of discourse	<b>S1</b>
2.2	Distinguish between discourse practices across social, cultural and linguistic boundaries	<b>S2</b>
3	<b>Values: students will be able to</b>	
3.1	Organize effective discourse practices through active and collaborative learning	<b>V2</b>

## C. Course Content

No	List of Topics	Contact Hours
1	What is Discourse Analysis?	7
2	Discourse and Society	7
3	Discourse and Pragmatics	8
4	Discourse and Genre	8
5	Discourse and Conversation	8
6	Discourse Grammar	7
<b>Total</b>		<b>45</b>

## 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	<b>Knowledge and Understanding: students will be able to</b>		
1.1	Define basic concepts and theories related to DA including modern advancements	PowerPoint, Lectures, group discussions	MCQ, Fill in the Blanks, Match, One line answers, Short answers, Essays <b>Note:</b> Your subjective questions make use of verbs like “Describe”, “Explain,” “Elaborate”, “List”, “Mention”
1.2	Identify features of conversational discourse	PowerPoint, Lectures, group discussions	MCQ, Fill in the Blanks, Match, One line answers, Short answers, Essays <b>Note:</b> Your subjective questions make use of verbs like “Describe”,

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			<b>“Explain,” “Elaborate”, “List”, “Mention”</b> You could otherwise start the question with <b>What</b> .
<b>2.0</b>	<b>Skills: students will be able to</b>		
2.1	Demonstrate understanding of a text with reference to aspects of discourse	PowerPoint, Lectures, group discussions	Students could be given a text and be asked to analyze features like coherence, cohesion, intertextuality, cataphora, anaphora, etc.
2.2	Distinguish between discourse practices across social, cultural and linguistic boundaries	PowerPoint, Lectures, group discussions	Analytical questions on the use of gender in discourse Students could be given a text and they could be asked to deal with the speech act components in it, or the politeness principle  If you wish to ask a subjective question, then please make sure you <b>use verbs like “Discuss”, “Analyze”, “Distinguish between”</b> . You could otherwise start the question with <b>“How”</b>
<b>3.0</b>	<b>Values: students will be able to</b>		
3.1	Organize an effective discourse practices through active and collaborative learning	Discussions, group work, peer group presentation, Assignment	Assignments (OR) Presentations

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	4	10
2	Midterm	8	20
3	Assignment	10	10
4	Final	15-16	60
	<b>Total</b>		<b>100%</b>

\*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 :**

Teachers are allotted 10 office hours a week for student consultations. Further, every student has an academic advisor whom the student approaches for personal or behavioral issues. Sometimes, the advisor acts as a bridge between the students and the course teachers.

## F. Learning Resources and Facilities

## 1. Learning Resources

<b>Required Textbooks</b>	Discourse Analysis : An Introduction by Brian Paltridge 2 <sup>nd</sup> Edition Bloomsbury Publicaiton
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>➤ Thameemul Ansari (2013). <i>Dimensions in Discourse: Elementary to Essentials</i>. Xlibirs LLC</li> <li>➤ McCarthy, M. (1991). <i>Discourse Analysis for Language Teachers</i>. Cambridge: Cambridge University Press.</li> <li>➤ Schiffrin, D., Tannen, D., &amp; Hamilton, H. (2001). <i>The Handbook of Discourse Analysis</i>. Malden, MA: Blackwell Publishers.</li> </ul> <p>Rapley, T (2007). <i>Doing Conversation, Discourse and Document Analysis</i>. Sage, Los Angeles.</p>
<b>Electronic Materials</b>	<a href="http://www.discourses.org">www.discourses.org</a> <a href="http://www.abraima.com/discourse-analysis/">http://www.abraima.com/discourse-analysis/</a>
<b>Other Learning Materials</b>	Supplementary material on Discourse Analysis

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with 25 – 60 seats., digital library
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Speakers / internet connection/Projectors
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Photocopiers

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Planning course distribution and syllabus	Course teachers	Meetings and Course plans
Course Follow-up	Course Leaders	Course Follow-up reports
Unified Final Exam	Course Coordinator in coordination with course leaders /course teachers	Table of Specification/Blue print
Student's questionnaire once during semester	Students	Online questionnaire of Course satisfaction
Students' application for rechecking of scripts.	Reevaluation committee by department	Re-Correction of quiz, assignment, midterm and final students scripts
Curriculum improvement	Department curriculum committee meets regularly and	Meetings

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	recommends revision for improvement	
Course Learning outcomes	Teachers	CLOs Direct Assessment Sheet.

**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	