



T-104
2022

Course Specification



Course Title:	Discourse Analysis
Course Code:	Eng 457/3
Program:	: Bachelor's Degree in English Department
Department:	English
College:	College of Arts & Humanities-Jazan (Male and Female Campus), Ardah (Female Campus), Dayer (Female Campus)
Institution:	Jazan University
Version:	T-104 2022
Last Revision Date:	12-9-2023



Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode (mark all that apply)	3
2. Contact Hours (based on the academic semester)	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	6
D. Student Assessment Activities	7
E. Learning Resources and Facilities	8
1. References and Learning Resources	8
2. Required Facilities and Equipment	8
F. Assessment of Course Quality	8
G. Specification Approval Data	9

A. General information about the course:

Course Identification

1. Credit hours:3

2. Course type

a. University ☐ College ☐ Department ☒ Track ☐ Others ☐

b. Required ☐ Elective ☒

3. Level/year at which this course is offered: Level

4. Course general 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.

5. Pre-requirements for this course (if any): Introduction to Linguistics

6. Co- requirements for this course (if any): None

7. Course Main Objective(s) Discourse analysis course provides students with the knowledge to describe discourse, text, context, and other theories relevant to written and spoken discourse. Furthermore, it helps students to get necessary skills to analyze written and spoken discourse.

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	33	100
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	33

2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	33



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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define basic concepts and theories related to DA including modern advancements	K2	PowerPoint, Lectures group discussions	MCQ, Fill in the Blanks, Match, One line answers, Short answers, Essays Note: Your subjective questions make use of verbs like "Describe", "Explain," "Elaborate", "List", "Mention"
1.2	Identify features of conversational discourse	K2	PowerPoint, Lectures group discussions	MCQ, Fill in the Blanks, Match, One line answers, Short answers, Essays Note: Your subjective questions make use of verbs like "Describe", "Explain," "Elaborate", "List", "Mention"
...				
2.0	Skills			
2.1	Demonstrate understanding of a text with reference to aspects of discourse	S1	PowerPoint, Lectures group discussions	Students could be given a text and be asked to analyze features
2.2	Distinguish between discourse practices across social, cultural and linguistic boundaries	S2	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 use verbs like "Discuss", "Analyze", "Distinguish between". You could otherwise start the question with "How
...				
3.0	Values, autonomy, and responsibility			
3.1	Organize effective discourse practices through active and collaborative learning	V2	Discussions, group work, peer group presentation , Assignment	Assignments (OR) Presentations



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 1. 1.1 What is discourse analysis? 1.2 Different views of discourse analysis.	3
2.	Chapter 2 Discourse and Society 2.1 Discourse communities 2.2 Language as social and local practice 2.3 Discourse and gender 2.4 Discourse and identity 2.5 Discourse and ideology	6
3.	Chapter-3 Discourse and Pragmatics 3.1 What is pragmatics? 3.2 Language, context and discourse 3.3 Speech acts and discourse 3.4 The cooperative principle and discourse 3.5 Flouting the cooperative principle 3.6 Cross-cultural pragmatics and discourse 3.7 Conversational implicature and discourse 3.8 Politeness, face and discourse 3.9 Face and politeness across cultures 3.10 Politeness and gender 3.11 Face-threatening acts 3.12 Politeness and cross-cultural pragmatic failure	9
4.	Chapter 5 Discourse and Conversation 5.1 Background to conversation analysis 5.2 Transcription conventions 5.3 Sequence and structure in conversation 5.4 Preference organization 5.5 Feedback 5.6 Repair 5.7 Discourse markers 5.8 Gender and conversation analysis	9



	5.9 Conversation analysis and second language conversation	
	5.10 Criticisms of conversation analysis	
5.	Revision	3
6.	Assessments	3
Total		33

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	3	10
2.	Midterm	7	20
3.	Assignment	10	10
4.	Final	12	60
	Total		100

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Required Textbooks Discourse Analysis : An Introduction by Brian Paltridge 2nd Edition Bloomsbury Publication
Supportive References	Thameemul Ansari (2013). Dimensions in Discourse: Elementary to Essentials. Xlibris LLC McCarthy, M. (1991). Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press. Schiffrin, D., Tannen, D., & Hamilton, H. (2001). The Handbook of Discourse Analysis. Malden, MA: Blackwell Publishers. Rapley, T. (2007). Doing Conversation, Discourse and Document Analysis. Sage, Los Angeles
Electronic Materials	www.discourses.org http://www.abraima.com/discourse-analysis/
Other Learning Materials	Supplementary material on Discourse Analysis

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom with 25 – 60 seats., digital library
Technology equipment (projector, smart board, software)	Speakers / internet connection/Projectors
Other equipment (depending on the nature of the specialty)	Photocopiers

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course teachers	Direct
Effectiveness of students assessment	Students	Indirect
Quality of learning resources	Course teachers	Direct and Indirect
The extent to which CLOs have been achieved	Course Coordinator in coordination with course leaders/ course teachers.	Direct and Indirect

Assessment Areas/Issues	Assessor	Assessment Methods
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council (session # 2024-1)
REFERENCE NO.	
DATE	12-9-2023

