



Course Specification

(Bachelor)

Course Title: : Discourse Analysis
Course Code: ENG457-3
Program: Bachelor's Program in English
Department: Department of Foreign Languages
College: College of Arts & Humanities Jazan (Male and Female Campus)
Institution: Jazan University
Version: 2024
Last Revision Date:



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A. General information about the course:

1. Course Identification

1. Credit hours:			
3 hrs			
2. Course type			
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department
	<input type="checkbox"/> Track		<input type="checkbox"/> Others
B.	<input type="checkbox"/> Required		<input checked="" type="checkbox"/> Elective
3. Level/year at which this course is offered: Level 7 Elective/ Fourth Year			
4. Course general Description:			
<p>This course introduces students to the key 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 foundational linguistic concepts and provides learners with analytical tools and strategies to explore features of written and spoken discourse. Students will develop an understanding of the relevant theories along with practical applications across various 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.</p>			
5. Pre-requirements for this course (if any):			
ENG 253-3 Introduction to Linguistics.			
6. Co-requisites for this course (if any):			
None			
7. Course Main Objective(s):			
<p>This Discourse analysis course equips students with the knowledge to describe discourse, text, context, and relevant key theories. Furthermore, it helps students to utilize the necessary skills to analyze written and spoken discourse.</p>			

2. Teaching mode (mark all that apply)

Percentage	Contact Hours	Mode of Instruction	No
100%	45	Traditional classroom	1
		E-learning	2
		Hybrid	
		<ul style="list-style-type: none"> • Traditional classroom • E-learning 	3
		Distance learning	4





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

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

Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Knowledge and understanding				1.0
MCQ, Fill in the Blanks, Match, True or False,	PowerPoint, Lectures group discussions	K2	Define basic concepts and theories related to DA including modern advancements.	1.1
MCQ, Fill in the Blanks, Match, True or false	PowerPoint, Lectures group discussions	K2	Identify features of conversational discourse.	1.2
Skills				2.0
Subjective questions: Students could be given a text and be asked to analyze features	PowerPoint, Lectures group discussions	S1	Demonstrate understanding of a text with reference to aspects of discourse.	2.1
Subjective questions, then please make sure you use verbs like “Discuss”, “Analyze”, “Distinguish between”. You could otherwise start the question with “How”.	PowerPoint, Lectures group discussions	S2	Distinguish between discourse practices across social, cultural and linguistic boundaries.	2.2
Values, autonomy, and responsibility				3.0
Assignments (OR) Presentations	Discussions, group work, peer group	V2	Organize effective discourse practices through active and	3.1



Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
	presentation, Assignment		collaborative learning.	
				...

C. Course Content

Contact Hours	List of Topics	No
9	Chapter 1: 1.1 What is discourse analysis? 1.2 Different views of discourse analysis.	1.
12	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	2.
12	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.
12	Chapter 5: Discourse and Conversation 5.1 Background to conversation analysis 5.3 Sequence and structure in conversation 5.4 Preference organization	4.





Chapter 6: Grammar and Discourse	
6.1 Grammar from a discourse perspective	
6.2 The texture of a text	
6.3 Cohesion and discourse	
6.4 Reference	
6.5 Lexical cohesion	
6.6 Collocation	
6.7 Conjunction	
45	Total

D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10%	4	Quiz	1.
10%	9	Midterm	2.
20%	12	Assignment	3.
60%	17	Final Exam	4.
100%		Total	

*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: Paltridge, B. (2012). <i>Discourse analysis: An introduction</i> (2nd ed.). Bloomsbury Academic.
Supportive References	Renkema, J. (2004). <i>Introduction to discourse studies</i> . John Benjamins Publishing Company.
	Rapley, T. (2007). <i>Doing conversation, discourse and document analysis</i> . Sage.
Electronic Materials	Schiffrin, D., Tannen, D., & Hamilton, H. (Eds.). (2001). <i>The handbook of discourse analysis</i> . Blackwell.
	www.discourses.org http://linguistics.paltridge2e.continuumbooks.com/
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 student's 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
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL (SESSION # 144607)
REFERENCE NO.	15036
DATE	26/12/2024

